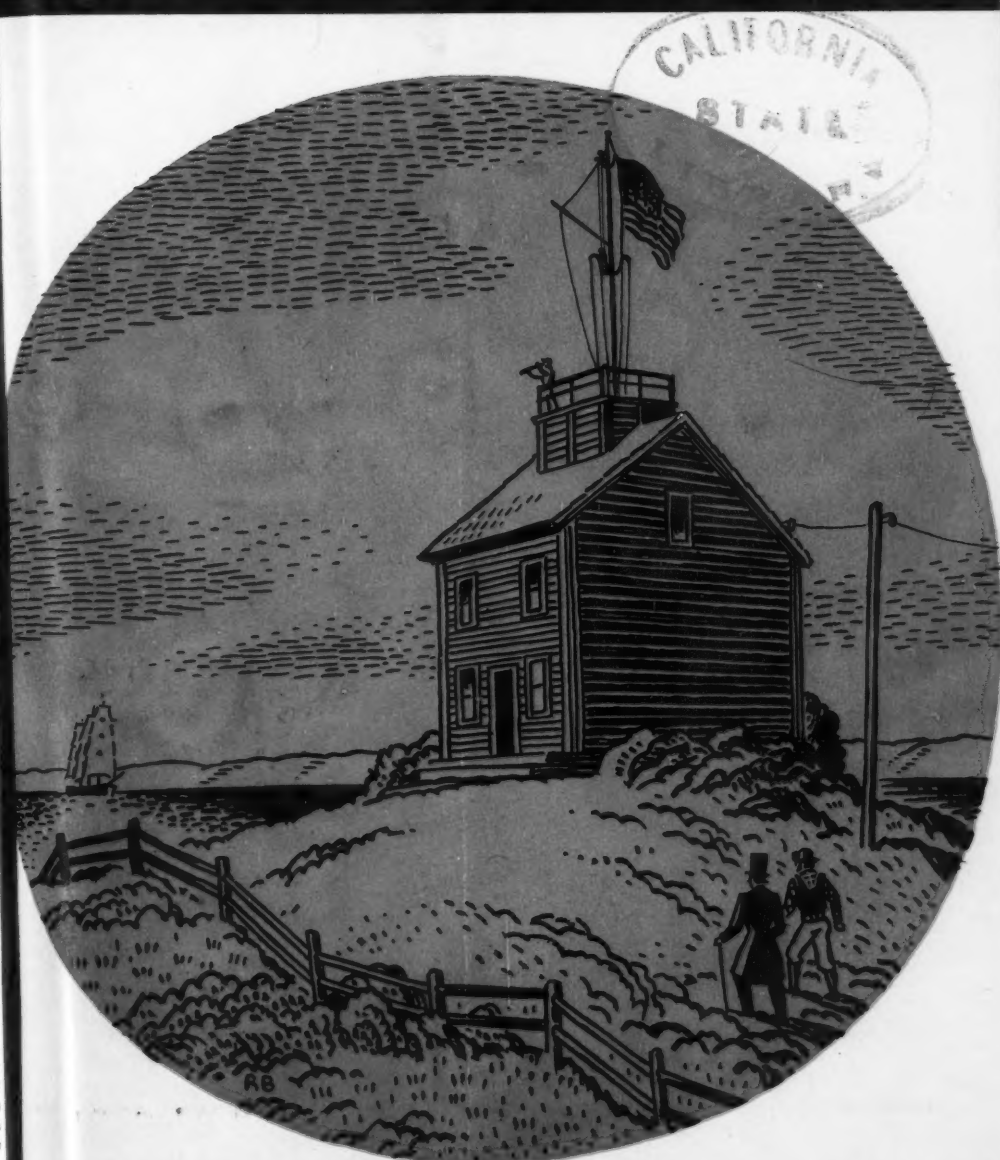


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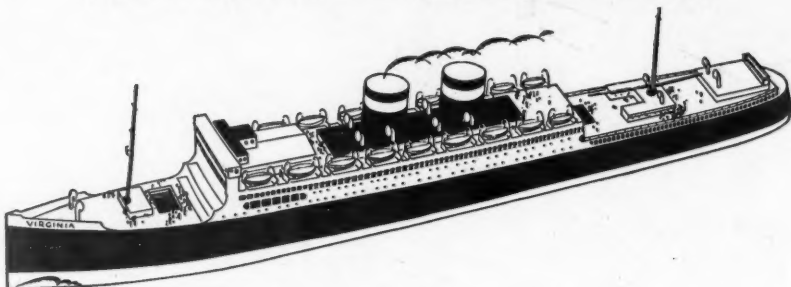
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155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughy, Editor

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TRAVEL SECTION



A Vacation in the Out-of-Doors

ELIZABETH HERMANN CRAIG
*University Elementary School
Berkeley*

AFTER having returned from several lengthy automobile vacations, I determined to try a new kind of outing which would give me more exercise, sunshine and fresh air.

The chosen trip started at Giant Forest, where we camped for two days under the tall redwoods. Then we said good-bye to highways and automobiles and started our walk into the high mountains, with Mount Whitney as our objective.

"We" consisted of 200 hikers, 90 pack mules, about a dozen horses for the tenderfoot mountaineers, and perhaps 20 cowboy packers. The men and women of the party came from various parts of the United States. They were largely professional people—who love the out-of-doors and such intimate contact with the mountains as comes only by walking among them.

The first two days were rather strenuous climbing to get into the high places. The first night we set up camp opposite a snow-bank. Next day we trudged through that bank in ascending Elizabeth Pass. On the east side of the Pass was another snow-bank a mile-and-a-half in length. Further large patches of snow were along the trail.

Some of the hikers trudged, or slid, or tumbled through the snow, while groups of others made themselves into human toboggans and had the fun—first of sliding down, and then of drying, or mending, or both, according to individual needs.

To me the most fascinating phase of this

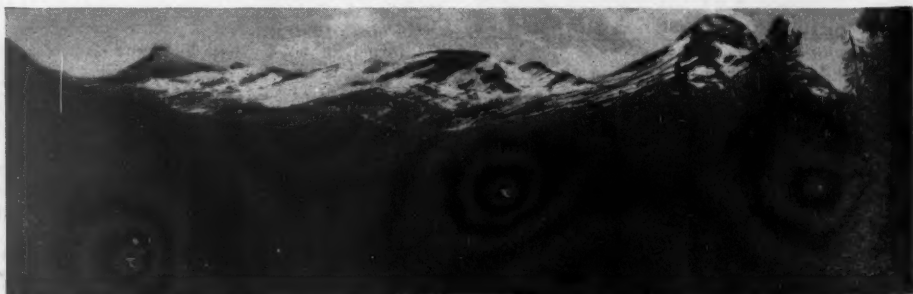
stretch was seeing the pack-trains as they zig-zagged back and forth—ploughing and sliding through the snow. They came through nobly, with no more damage to themselves than a few scratched or scuffed legs from the "rock wall" that followed the snow. One horse let his hind legs slip into a crevasse and required a group of men to rope him out.

To offset the fatigue of snow plodding, groups of hikers made merry with sherbet parties and singing. This "sherbet" was merely a dextrous mixing of snow and jam, or snow and lemon-juice. Jam and lemon are the luxuries of the trip and are frequently carried in the knapsack for miles, or even for days, in anticipation of these sherbet parties at the head of the mountain pass. The ukuleles in the knapsacks came out, too, and there was group singing of Sierra Club songs.

In going over Forester Pass, we again encountered heavy snow-banks. Our itinerary was changed to allow time for groups of men to go up to the Pass and dig the trail out of the snow wherever they could. Where they couldn't, they built temporary trails around the snow-banks.

Hikers were requested to scoop with their tin-cups wherever the bank was very steep, and the trail through it narrow. Such stretches were difficult for the mules with their broad packs, and increased the danger of their losing their balance and falling down the mountain-side.

By this time we were definitely headed in the direction of Mount Whitney, which was the high point of the trip in every sense of the word.



Blackfoot Glacier on the Great Northern Railway

We had so looked forward to this ascent—everyone hoped they would not sprain an ankle or break a leg before we got to Whitney; everyone hoped it would not rain until after we got to Whitney!

After we achieved that goal it would not matter much what happened. The top of the trip would have been reached. When that day finally came, the younger generation—boys and girls of high school or college age—decided to make the climb by moonlight, starting up the trail at midnight and hoping to arrive in time for sunrise.

Sunrise on Mount Whitney

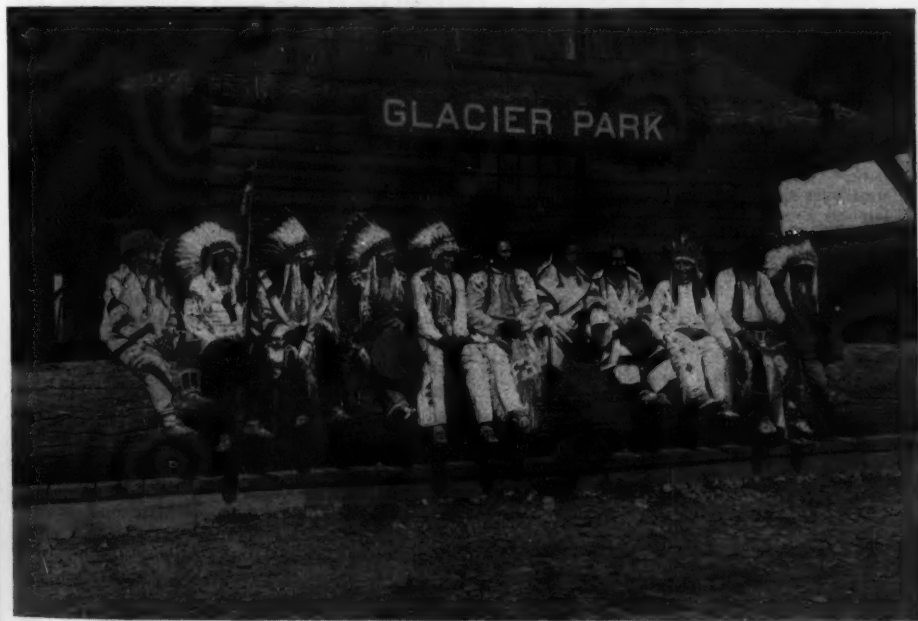
Some of them did see from the summit the sun rise. Others stayed down the mountainside waiting for daylight to help them find the trail they had lost in the darkness. Still others of us made the ascent next morning. I wish I could report that I was the first to arrive at the summit, but I can't honestly do that. All I can claim is that I was not the last one. It is mountain etiquette for the leader of a party to see that his group arrives safely ahead of him while he himself brings up the rear. That saved me!

FROM the summit, the views in all directions were magnificent and awe-inspiring. Every one of us felt more than repaid for the effort of clambering up through the rock chimney and over the boulders to the summit.

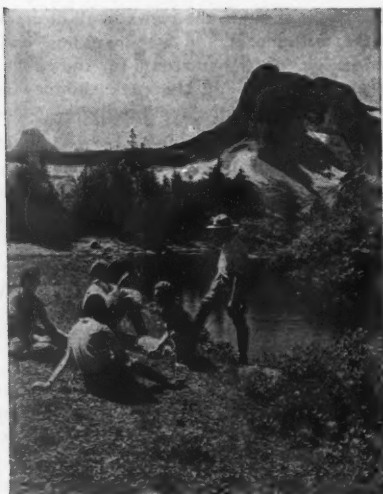
Whitney is 14,501 feet—highest peak in the United States. From its summit one gets a panorama of mountains and valleys lying both east and west of it. The statement is sometimes heard that from this highest point in the United States one can look down into Death Valley—the lowest. Mountaineers know that this is not true. Owens Valley and Panamint Ranges separate the two. One can see where Death Valley lies, but not see the Valley itself.

We came down on the newly completed horse-trail, four miles longer than the "chimney route," but much more comfortable traveling. It gives a constantly changing panorama of views. The trail winds in and out among the pinnacles of Mount Muir and adjoining peaks, and each peep through them is more lovely than the one preceding it.

While we were on the summit—that is, some of us were, while others were still trudging up the side—two airplanes flew over, circled the summit twice and dipped in salute. Their mode of travel looked much easier than ours, but they



Blackfoot Indians in regalia, at Glacier National Park



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were missing all the good exercise that we were getting.

We think the planes were occupied by National Park Service men who had come up to greet the club. That was indicative of the kind of courtesy shown us throughout the trip. At practically every camp set up, these government foresters from the surrounding territory rode in to greet us. Throughout the trip everything possible was done to make us comfortable and happy.

From Whitney Base we circled back through Kern River Canyon to Moraine Lake and then skirted the Big Arroyo to Five Lake Basin. In river and lake alike, luscious mountain trout had been abundant, but here they seemed to come right out to greet the waiting fishermen. Fish fries were numerous, and companionship and friendliness increased.

From Five Lake Basin, the entire Kaweah Range was in full view of camp. And it was from this point that members of the party climbed one or more of the Kaweah Peaks. The Black Kaweah which had such an evil reputation, was conquered by both old-timers and novices, but always under the leadership of expert mountaineers who employ the best Alpine technique. They refuse to take chances, yet they go easily and safely to places where the careless and clumsy hiker could not go without great risk to himself and to others of his party.

IT was at Five Lake Basin, the next to the last day out, that the directors of the party were hosts at a tea for the entire group. The setting for the tea was a mound between two lakes. At one end of the vista was a superb view of the entire Kaweah Range. In every other direction were other peaks to add to the beauty of the scene.

A young girl, who had carried her violin on the trip, sat back on a rock and played lovely mountain music. We were all rather rusty-looking by this time, and our clothes were covered with stains and splashes. We drank tea out of the proverbial Sierra tin-cup. Our tea-table was the grass and rocks. There was no silver nor formal decoration. Yet, I have never been to an afternoon tea that was so beautiful in feeling, and in congenial companionship, as to bring a little lump to the throat and a mist to the eyes. It touched something deep down in our souls, and made us feel genuinely sorry to be going back to a formal, conventional kind of life, and the social tea that is fraught with superficialities.

Coming over Deer Gap the following day was one of our most beautiful stretches. The Gap

was studded with lakes—the loveliest of them nestling deep among the cliffs and getting very little sunshine. It was still ice-covered and looked like a lovely opal in the moss-covered rocks. This day was also the only time that the entire group walked together. This was on account of a new trail under construction, and blasting was going on in the vicinity.

Government men rode into camp the night before and arranged to have us come over this piece of trailless area under government escort, and at their risk. It didn't matter on this day whether we had climbed the Matterhorn seventeen times or not at all. We lined up, one behind the other, and took instructions as given. Whenever a nimble-footed mountaineer stepped out of the line to run ahead at his own pace, he was promptly ordered back.

Without this escort, the descent would have been difficult and dangerous, but under their careful guidance it was just an exciting scramble which was made without mishap to anyone.

The new High Sierra Trail being built over this Gap is one of the finest pieces of trail construction in the entire Sierra. When finished, it will surely entice numbers of hikers to enjoy this fine combination of spectacular cliffs, lakes and waterfalls.

Our last night out, a group of men from the Forest Service and National Park Service rode out to greet the party. We enjoyed their company and ate ravenously of the fresh fruit and tomatoes that they brought out to us. When we arrived back at Giant Forest, there was a very practical greeting from Mr. Colby—greeting of watermelon, grapes, and grape fruit.

THE trip was delightful in every sense of the word. It was a month of healthful exercise, sunshine and invigorating mountain air. True it is that our commissary and our sleeping-bags were carried for us by the primitive agency of the pack mule, but the climbs were made on our own power. We went in to see and to enjoy a gorgeous region, and the only way to do it was on foot. In this way, and in this way only, does one feel an intimate friendship with the mountains.

Wherever we set up camp for a day or two, there was a lovely lake or a purling mountain stream. And where there were high barriers close to us, there was always the lure of going up or around them to see what lay beyond on the other side.

Always, of course, there would be just another mountain, or mountains, or just another lake or lakes, but always those mountains and those lakes had a beauty of their own, some-

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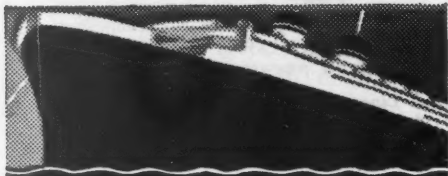
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Yosemite National Park

WILDFLOWER lovers please take note here and now of the extraordinary wealth of wildflowers waiting to be discovered and marveled at in the woods and canyons and mountain meadows of your own Yosemite National Park. Especially in the Yosemite High Sierra, above the Valley rim, is a natural pageant such as is found nowhere else in the country.

The hills and fields along California highways are beauty enough for most flower-lovers. Yosemite contains that beauty multiplied ten-fold, not only because the high country flowers are larger and of more exquisite coloring than the usual run of wildflowers but because they include many species native only to the high country. The flowers within the national park are valued still more highly since most of the High Sierra flower fields, outside of National Park protection, have been ravaged by grazing sheep and cattle.

Yosemite's wealth of wildflowers is due not only to the fact that the National Park service protects its flowers (\$50 fine for picking them!) but to the natural qualities of soil, the plentiful water and the varied climate in that deep-wrinkled space of earth-surface. Within the Park are six "life zones," ranging from 3000 to 13,000 feet, each with its distinctive climate and consequent distinctions in flora and fauna.

Near the El Portal entrance, about 3000 feet elevation, flowers bloom in March and April. They reach the Valley floor by May or June, and week by week creep up the canyons to the higher meadows and lakes where summer does not arrive until July and stays only until the end of August. Up there it often happens that on the margin of a high lake the flowers are just waking up in September, scarcely in time to be buried by the early snows.

Students of wildflowers find in Yosemite deeply satisfying grist for their mills. Trained ranger-naturalists give free instruction at evening lectures, on daily nature walks about the Valley floor and up the trails to the Valley rim; and they conduct a six-day walking trip through the high country, leaving every Monday morn-



Yosemite abounds with lovely forest trails, both in the Valley and in the great high country that stretches eastward to the crests of the Sierras

ing. A few sessions of such guidance develop a "seeing eye" in the layman which enables him to glean infinitely more pleasure from ramblings in the woods and mountains.

FLOWERS on the floor of the Valley have decreased greatly in the last decade, mostly because the nibbling deer have been multiplying. There are still many lovely flowers on the Valley floor, but some of them must be sought out. In May and June the pink manzanita blossoms and starry white dogwood are conspicuous. In June, along the bridge path from the Ahwahnee grounds to Yosemite Falls, and behind the stables, you will find blue, white and cream wild lilac (ceanothus).

Thickets of delicate pink-and-white perfumed azalea border the Ahwahnee meadows. In June the shooting-stars or cyclamen stand thick in

the meadows. In Leidig Meadow and El Capitan Meadow are yellow johnswort, lavender daisies and Mariposa tulips. Queen Anne's Lace and brown-eyed Susans bloom in Sentinel Meadows, and deep blue larkspur grows close to the trail below Sentinel Rock. "Pride of the Mountain," vivid pink pentstemon, blooms in clusters in the rocks along the bride path behind Old Village until July. This brilliant flower always chooses a setting of gray granite.

Carpets of dainty pink gilliea bloom beside the Tenaya Canyon bridle paths, and handsome yellow hellenium blossoms in late summer when the water has subsided from the bed of Tenaya Creek. Lupines make a sky-blue show along the trail skirting Mirror Lake.

Ahwahnee Wildflower Garden

As a wildflower reserve protected from deer, a spacious area surrounding the Ahwahnee has been fenced, and within the last few years some really noteworthy fields of flowers have been cultivated there. The grounds were laid out by Carl Purdy, internationally famous specialist in California wildflowers. The "landscaping" is informal, consisting of irregular sweeps of thick-sown flowers succeeding each other as the season progresses.

The first displays, in May, are blue meadow pentstemon, phlox, and small lupines from the Canadian Zone. From latter May until August flax lies in great patches like fallen sky. Thousands of Mariposa lilies, painted cups of lavender and maroon and cream on slender stems, sway in early summer, and tall pale evening primroses, once show-flowers of the Valley but practically extinct until they were revived in this reserve, now flourish from latter June until mid-October.

Yellow blazing stars, blue and pink glarkias, salmon-pink and rose godetia and gilleas bloom from June to mid-August, in masses near the hotel terraces, and brown-eyed susans shine in wide fields from the end of June until frost has withered all the other flowers. Along the creek are bleeding hearts and leopard lilies. Only plants indigenous to Yosemite are permitted to be planted within Park boundaries.

Richard Michaelis is guardian angel of this sanctuary. He transplants many of the bulbs from distant corners of the high country, and nurses every plant to bloom. For each of the hundreds of species under

his supervision he knows a Latin name of at least ten syllables. His absorbing interest is a reflection pool at the entrance to the hotel, a replica of a typical High Sierra glacial lake. Around this pool every bush, every clump of grass, the mosses, the aspen trees, even the old log half-submerged at the margin of the water, came from altitudes above 8000 feet, and under Michaelis care are thriving at the 4000-foot level of Yosemite Valley. Some of these plants are very rare. The pool and its setting can be studied as a collection of flora of the Hudsonian and Arctic-Alpine Zones.

The specimen garden behind the Museum, containing approximately 100 species of flowers, is a very practical "classroom" also. It covers completely the Transition and Canadian Zones only, the flowers native to the Valley and the rim regions; it will gradually be built up to include flowers from the higher zones also. All groups are clearly labeled.

This remarkable wild-flower garden has thousands of visitors each season.

Nevada Falls Trail

Adjacent to the Valley and easily accessible are numerous flower displays. For example, on the trail to Nevada Fall, trudged by hundreds every summer week, are some beautiful hanging rock gardens where the blossoms swing down from high-nested roots. The meadows of Pohono Trail, which begins near the base of Bridal Veil Fall and follows the south rim to Glacier Point, about 12 miles of easy walking, is bedecked all the way with changing flowers as it lifts from one life-zone to the next. The Wawona country on the south end of the Park, is also very richly flowered.

Motorists get many a feast of flowers, on their way to the Valley, also. The All-Year Highway is best in March and April. The Wawona Road and the Big Oak Flat Road show plenty of dogwood and azalea in June. The Tioga Road, which crosses the crest of the Sierra, passes numberless picturesque meadows and openings in the forests. The fortunate motorists are those who can ride without a top on their cars.

But after all the truly satisfying way to enjoy the flowers is to ride or walk among them, close to them, in leisure; and unquestionably the real flower habitat is the back country, where the wildflowers bloom two months later than on the





Mother Koala, the Australian Native Bear, invariably carries her young on her back. The Koalas, young or old, make delightful pets. They eat only the tender young eucalypt leaves, and will die if fed, with anything else. In order to preserve the species, Koalas are now being bred in captivity at Koala Park, Pennant Hills, Sydney, Australia.

Valley floor. Up there flowers grow as thick as grass on a lawn and in any tiny mountain meadow you can easily see at least 30 kinds of flowers. Into the few brief weeks of July and August is crowded all the brilliance of a summer.

The 12-mile trail from Mirror Lake to Tenaya Lake Camp is varied with many little hanging rock gardens where wild roses and bluebells bloom; and one finds clumps of crimson snow plants early in the summer. Cool green Ten-Mile Meadow, above the Tenaya zig-zags, is thick with tall larkspur, pink, white and yellow mimulus and scarlet columbine late in July.

The Lyell Fork of the Tuolumne in July and August is prodigally flowered at the upper end of the canyon, and the trail to Waterwheel Falls, down the Grand Canyon of the Tuolumne, is also amazingly adorned with superb flowers, —Mariposa tulips, lupine, Indian paintbrush (castilleja) of that flaming scarlet, lily-like brodiaeas of deep pure blue, purple cyclamen or shooting-stars, godetia in low close companies, columbine, which Smeaton Chase describes as "the lightest dancer with the neatest ankle in all the forest," glistening buttercups.

The trail from Glen Aulin Camp to Lake

Tenaya, passing McGee Meadows, is another delight. Hundreds of kinds of flowers bloom there in July and August, so abundantly that one wonders if, far back, might be gardens even richer.

Above Hetch Hetchy Dam and accessible only by a long, steep trail, is Till Till Valley, a warm sheltered vale with marshy ground where the vegetation grows to giant height. It is a hard nine miles up, and nine hard miles back; so it is seldom visited. Two intrepid hikers who went there last July returned with tales of tiger lilies six feet high, columbines four feet tall, Washington lilies just as high, with 12 to 14 fragrant waxen white blooms to a stalk, shooting stars higher than any they had ever seen before, and king ferns waving a foot above their heads.

Forsythe Pass Trail

The flower place of the Park, however, is the Forsythe Pass trail, where in July one finds every kind of flower in hosts: knee-high tiger-lilies, golden stars, pink pentstemmon, scarlet mimulus, lavender daisies, lupine and castilleia and short larkspur. On this trail are scores of lovely little rock gardens among the boulders.

The beloved magenta-colored bryanthus or Sierra Heather is thickest at Vogelsang Pass, along the route of the six-day saddle trip, and thatches the margins of the many lakes passed throughout the high country. White heather, its tiny white bells shining against a mat of dark green, grows along the margins of streams in higher altitudes.

IN higher zones the soil is shallow, but the plants take nourishment from the very granite, sometimes blooming within a foot of a snow-bank. The bush lupine at timberline, particularly near Tuolumne Meadows, is of wonderful size and a richer blue than anywhere else, and Columbine thrives here better than it does in April in the Sonoran Zone. Inch-high dwarf phlox flourishes in wind-scoured granite pavements. On the lonely crests of Mount Dana and Mount Lyell, 13,000 feet above sea-level and 3000 feet above timberline, the heavenly blue polemoniums or sky-pilots smile radiantly, rooted among boulders or in the cracks of granite.

At this writing (mid-May) the high country is still wrapped in snow, in fact the snow is still falling up there nearly every day. This means, however, that the High Sierra summer, when it comes, will be splendid even beyond its normal splendor this year.



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Never before has there been a time when so little money would take you so far, and so luxuriously as it will this summer. Very low fares and extremely favorable exchange rates make this the year of years for an Orient vacation. President Liners sail every week, via Hawaii. Every stateroom outside, outdoor swimming pool.

Round America to the World's Fair—\$220 Tourist, \$300 First Class. See any travel agent or Dollar Steamship Lines, 311 California St., San Francisco, or 514 W. Sixth St., Los Angeles.

DOLLAR

Dollar Steamship Lines

To Sea Coast Teachers

NANCY BROWNE, *Tuolumne Meadows*

TEACHERS who have spent the past school year in schools along the sea coast and in the valleys will find the following paragraphs worth-while:

Persons living near sea-level invariably experience a general toning of the system through a change in altitude.

Mountains, a mile or more high, with pure, rare air, benefit those who are healthy. How much more do they improve the general health of those who are below par!

Leading physicians prescribe a mountain vacation. The lower barometric pressure and lessened oxygen of the higher elevations produce an increase in red blood-corpuscles and in hemoglobin which, in turn, produce higher resistance to disease.

A strengthening of the respirational muscles; expansion of lungs and chest; stimulation of appetite, digestion and metabolism; and quickening of the circulation,—are among the noticeable benefits of a mountain vacation.

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From California to Boulder Canyon

P. J. THIELE
Fresno Technical School

WITH the coming of fine spring weather, we all feel that urge, which is a wonderful heritage of the people of this country, to answer the call of distant places.

Why not combine pleasure and business and make the trip to Boulder Canyon during the coming spring vacation? There view in reality one of the greatest structural projects ever attempted by man.

Every teacher in the public schools will find that some part of this immense job has something of particular interest to her work and she will be able to hold her class interest with the information gained by a visit to this big undertaking.

The teacher in English can find descriptive material of the work being carried on at Boulder Canyon, of the surrounding country and of the legal requirements necessary to carry such a piece of work to completion. The same can be said of the history teacher, and the teacher of mathematics and science certainly could use this project for real interest-getting work in their classes.

The trip from the northern part of California will be through the beautiful San Joaquin Valley over fine highways, lined with ever-changing myriads of wild flowers, leaving the Golden State Highway at Bakersfield on the Mojave Highway.

The best route from Southern California is by way of Saugus, Lancaster, and Mojave, through the famous Antelope Valley, in the



An auto caravan of college students in the desert

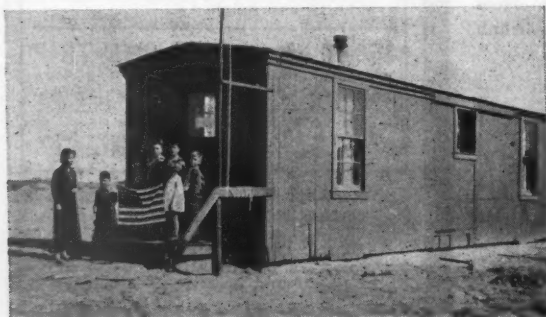
shadow of the high San Bernardino Mountains.

Joining the northern and southern routes at Barstow, on Federal Highway No. 91, a wonderful trip will be enjoyed through the great Mojave Desert country, filled with desert lure and colorful mountains, while traveling over splendid highways every mile of the way to Las Vegas and Boulder City.

Ample accommodations are provided along the way at very reasonable rates, thereby providing an economical three or four day trip to and from Hoover Dam, depending on the part of the state from which you come.

You will miss the frosty desert nights and also the heat of the desert at this time of the year. In fact now is the time to see how our government handles a big job and how smoothly a big industrial organization can function in carrying on the work of building the dam.

The men of the U. S. Reclamation Service, in charge of the operations at Boulder Canyon, will be happy to help you find your way about the workings and every courtesy will be extended to you during your stay on the Reservation.



A public school in the San Bernardino desert

Rhododendrons
are blossoming in luxurious profusion in the shade of the mighty Sequoias—in the Redwood Empire of

HUMBOLDT COUNTY

The weather now is ideal for touring.

Write for illustrated booklet:
Humboldt County Board of Trade
Eureka, California

SIERRA EDUCATIONAL NEWS

JUNE, 1933

VOLUME 29

NUMBER 6



Legislation: Progress

ROY W. CLOUD

THE fiftieth session of the California Legislature adjourned early May 16, after having completed the longest legislative day on record. On Friday afternoon, May 12, at 3 p. m. the clocks in both Assembly and Senate were stopped. It was announced by the Speaker and the Lieutenant Governor that when the hour of 4 should be shown upon the clock, that the Legislature would be adjourned. From that time until the actual adjournment, whenever an intermission was taken, the clock was turned ahead a minute or two.

On Friday night the two houses were in session until very early in the morning. On Saturday the meeting went clear through the day but did not continue quite so late at night as adjournment was taken at 3 a. m. All day Sunday and into the morning hours of Monday the grind was maintained. At 11 o'clock Monday morning, May 15, the call to order was made which continued throughout the day with but short periods for meals and early on Tuesday morning the hour of 4 o'clock was reached and the session ended.

Meetings of such long duration are extremely hard on any set of individuals. The members of the lower house were cheerful and because of the fact that their work was completed before that of the Senate, many pleasantries were indulged in to break the monotony.

On Sunday the mothers of Assemblymen Charles Dempster of Los Angeles, Don Field of Glendale and Harry Riley of Long Beach, all present at the session, were honored. Assem-

blyman Tom Maloney of San Francisco presented flowers appropriate to the occasion. At the same time Mrs. Walter C. Little, wife of the Speaker of the Assembly and the mother of three fine boys, was presented with a huge bouquet by her admiring friends.

The closing hours did not spell the end of the entire session as a recess is now taken from Friday, May 12, until Monday, July 17, in order that constitutional amendments may be voted upon at a special election on June 27.

The outcome of this election may determine matter which will be of most vital concern to the people of the state. Without commenting upon them, the following are the proposals which will be upon the ballot.

1. Repeal or retention of the 18th amendment through election of wet and dry electors to a state convention.
2. A \$20,000,000 bond issue for unemployment relief loans to cities and counties.
3. Constitutional amendment 30, revising the tax system to relieve the burden on real estate by 20 per cent.
4. A \$55,000,000 bond issue for refinancing irrigation-reclamation district debts.
5. Exemption of buildings and property of non-profit private schools from taxation.
6. Provision that all acts passed by the 50th legislature shall become operative 90 days after recess, instead of 90 days after final adjournment.
7. Legalization of pari-mutuel betting and state control of horse racing.
8. Granting to county supervisors power to revise salaries of statutory officers in non-chartered counties.
9. Authorizing reassessment of Southern California property wrecked by earthquakes.

It is to be hoped that teachers throughout California will study these proposals and further those which should be carried and oppose any

which may be classed as detrimental to the best interests of the state.

The date of the election, June 27, comes when a number of our members may be on vacations. We most earnestly urge all teachers to exercise the absent voter privilege in case the election falls at a time when they are not at home. Every teacher should vote at this election.

Senate Constitutional Amendment No. 30 is known as the Riley plan. This proposal, as has been stated in previous letters, sets up a new taxing system in California. If carried it will provide a different basis of support for public education in our state.

SEVERAL matters of more than passing interest have been left for consideration at the July meeting. Besides legislation covering the amendments, four school measures have been left for final determination. They are:

S. B. 85 Jones which seeks to limit district tax rates.

A. B. 354 Greene is the tenure bill which passed both houses of the Legislature. As the Assembly enacted it, it provided for a discontinuance of tenure at 65 years of age and annual election thereafter at the discretion of the trustees with retirement rights for any teacher dismissed because of advanced age. A further provision was that the time between the 1st of July, 1932, and the 1st of July, 1934, should not be counted towards permanent status.

This moratorium was suggested in order that during this two year period a study of tenure may be made with a view of some changes which might persuade boards of education to refrain from dismissing teachers at the end of the third year of probation. When the bill reached the Senate, it was amended to eliminate all tenure rights of teachers who had previously attained tenure in districts of fewer than 850 pupils.

Any bill, amended in the house in which it does not originate, must be returned to the other branch for concurrence. The Assembly refused to concur in the Senate amendments. This made it necessary for each house to appoint a conference committee to endeavor to affect a compromise as to the way the bill should read or any changes which might be made in it.

Two separate committees from each house discussed the matter but no compromise was acceptable.

The committees reported at about 2:30 on Tuesday morning that they were unable to agree, whereupon Assemblyman Greene, the author of the bill, asked the permission of the House to have the matter postponed until the July meeting, at which time he stated he would ask for another conference committee. The Assembly granted this request. This action came just about two hours before the adjournment of the session and was the last bill in which our Association was interested.

A. B. 2345 Rogers, the deficiency bill for junior college funds, is also held until July. Under the present law California is supposed to furnish \$100 per child in average daily attendance in the junior colleges. This year the amount appropriated is far below \$100. Mr. Rogers' bill proposes that the sum necessary to make the state's \$100 guarantee shall be taken from the general fund and appropriated to the junior colleges.

A. B. 940 Cobb, which provides for tuition fees for junior colleges, was also passed to the July meeting for further consideration. School people throughout the state hope that Mr. Cobb will not press his measure. Public education should be free in California. Fees, no matter how small, may deprive many deserving students of their rightful opportunities.

* * *

BEFORE giving the list of measures which were passed and discussing bills which were defeated, it should be recorded that never before in any of our experience in the Legislature has there been such a great amount of co-operation between the educational forces of the various sections with their representative in Sacramento. At the beginning of the session it seemed that the public school system could not remain intact and that tremendous cuts would of necessity have to be taken in school finances and that much of the procedure would have to be changed. It early developed that there were a number of extremely loyal friends in the Assembly. That number was sufficient at all times to keep adverse legislation from becoming law. On several occasions in the Senate enough votes were mustered to protect the interests of the schools.

Up to the present there has been no change in the financial set-up of the schools for the coming year. Because of this fact, it is to be hoped that the governing boards and administrators will not make any drastic reductions in salary schedules. Such extreme retrenchments were made last year and so many salary cuts were given, that wisdom should dictate a continuance of fair salary conditions in order that standards may be maintained.

So far several bills have been signed. Only one educational measure at this time has been vetoed by the Governor.

A. B. 988 Crist passed both houses. This bill set up a different average daily attendance for the apportionment of teacher units in schools. Learning that this proposal would seriously cripple a great many schools in the state, Mr. Crist requested the Governor to veto the bill. At the request of Mr. Crist the Governor vetoed A. B. 988. The teacher units, therefore, will be based on exactly the same figures as have prevailed in the past.

The following is a list of the bills which have passed through both houses and are now before the Governor or which have been signed.

Senate Constitutional Amendment No. 30 proposed by State Controller Riley.

Assembly Constitutional Amendment No. 47 by Dempster, exempts private schools from taxation.

Assembly Constitutional Amendment No. 108 by C. Ray Robinson, fixes the time for bills to become law which have been signed by the Governor.

Assembly Concurrent Resolution No. 18 by Greene and 16 other members of the southern delegation, designates and appoints John Stephen McGroarty as the laurel crowned poet laureate of California. This honor was last held by the late Henry Meade Bland, for many years professor at San Jose State Teachers College.

Assembly Concurrent Resolution No. 41 by Patterson, fixes August 28, 1934, as Junipero Serra Day in commemoration of the memory of this truly great man.

Assembly Concurrent Resolution No. 42 by Patterson, designates the entire year 1934 as Junipero Serra Year.

The Senate bills which have passed through both houses and are now before the Governor, or which have been signed, are as follows:

S. B. 5 Breed: fixes June 27 as election day for all constitutional amendments to be presented to the people. This measure was originally introduced to fix the time for the election of a constitutional amendment which Mr. Breed hoped to present to the people in February whereby the state would reduce its share of support to public education.

S. B. 54 McCormick: amends section 5.402 which specifies that any teacher, permanent or probationary, who fails to signify his acceptance within 15 days after notice of election of employment shall have been given, shall be deemed to have declined the position and will at once be eligible for dismissal.

S. B. 76 Deneil: county attendance officers have the same rights and duties as city attendance officers. Signed by the Governor.

S. B. 124 Hays: adult education bill. A fee of at least \$1.00 must be charged for tuition, plus fees for materials or books which will be used and kept by the students. It further provides that the State Department of Education must approve any courses given in adult education classes.

S. B. 133 Breed. This is a proposal which determines the deposit of surplus funds which are held by the state or any political sub-division thereof. Signed by the Governor.

S. B. 233 Jones: relates to library funds.

S. B. 234 Jones: If the state migratory school fund exceeds \$10,000, the excess shall be transferred to the state school fund.

S. B. 235 Jones: repeals the registration of minors law.

S. B. 236 Jones: leaves of absence bill.

S. B. 237 Jones: changes the term "ensuing fiscal year" to "current school year" in code section 4.380.

S. B. 239 Jones: This provides for the levying of county taxes to pay the cost of students who attend a high school in some other county.

S. B. 240 Jones: requisition of school warrants.

S. B. 241 Jones: concerns fees for certification. The amendment added to this was introduced by California Teachers Association. The amendment reads as follows: "Section 5.354. No fee can be charged by the State Board of Education for renewal of a credential to an unemployed teacher during the period beginning July 1, 1933, and ending July 1, 1935.

S. B. 242 Jones: election of members of junior college boards.

S. B. 243 Jones: provides a fund for paying readers who assist blind students at the University of California.

S. B. 244 Jones: fixes July 20 instead of June 20 as the date upon which budgets must be approved by the superintendent of schools, and it also deals with the approval of the budget by the superintendent after the district meeting.

S. B. 276 Ingels: concerns government money and the education of Indian children. Signed by the Governor.

S. B. 341 Seawell: eliminates audit by State Board of Control of expenditures from the vocational rehabilitation fund. Signed by Governor.

S. B. 357 Crittenden: permits certificated employees in teacher colleges to withdraw from the State Employees Retirement System and enter the Teacher Retirement System if they so elect.

S. B. 361 Parkman: boards of school trustees shall have power to install a lighting system and maintain the same in any underpass in the vicinity of a school. Signed by the Governor.

S. B. 372 Sharkey: text book appropriation fund. Signed.

S. B. 381 Mixter: dictates disposition of fees received for the state listing of text books. Signed.

S. B. 435 Bush: eliminates convention of county and city superintendents.

S. B. 439 Bush: eliminates high school principals convention.

S. B. 440 Bush: eliminates teacher institutes.

S. B. 468 Edwards: uniform accounting system in counties. This was one of the bills prepared by the State Chamber of Commerce which proposed to give control of school budgets to boards of supervisors. It was amended to eliminate that feature.

S. B. 526 Tickle: establishes the procedure in fixing charges for non-resident pupils in high school junior colleges.

S. B. 566 Jones: establishes a State Council of Educational Planning and Co-ordination.

S. B. 666 Powers: excessive balances in county or supervision funds are ordered transferred to the county unapportioned school fund.

S. B. 742 Hays, Bush, Ingels, et al: fixes time of contract for state books at 6 years instead of 4.

S. B. 744 Hays, Bush, Ingels, et al: repeals the section relating to the printing and distribution of school laws.

(Please turn to Page 14)

THE PRESIDENT'S PAGE

The California Legislature

WILLARD E. GIVENS, *President
California Teachers Association*

THE Fiftieth Session of the California Legislature has recessed until the 17th of July, at which time they will reconvene to enact such legislation as is necessary to put into operation the will of the people as expressed at the election of June 27.

During the hectic times through which we are passing, if public education is to be safe, all the people in the state who own, support, and use the public schools must be kept thoroughly and constantly informed as to what their schools are doing and why it is being done.

Those of us who are directly responsible to the people for conducting the public school program must show our educational statesmanship not in thoughtlessly cutting from budgets the recently added services to education, but in carefully analyzing curricular content in terms of social need.

We need to do more thoughtful economizing and less ruthless slashing which leads to shortsighted retrenchment. We need to perform the painful act of laying aside some of our older pedagogical idols and come out of the dark shadows cast by the past to seek those things in subject matter which contribute most to the social welfare of our girls and boys.

Many of us need to realize along with the author of "The Education of Henry Adams" that "Nothing in education is so astonishing as the amount of ignorance it accumulates in the form of inert facts." Much of our educational program needs to be re-organized. All dead wood in our courses needs to be replaced with live, vital, growing material.

All efforts to eliminate or change the constitutional provisions for public education by the state and counties have been successfully defeated.

The Riley plan of taxation, which goes to the people on June 27, will put into operation what the California Teachers Association sought to accomplish last November with Amendment 9. The

Riley plan will transfer the county costs of education, as provided in the Constitution, to the state, and will raise the funds with which to meet this expense from a sales tax on a broad base. This will transfer the county cost of schools to the state and relieve the heavy tax burden on homes, farms, and business property. Under the Riley plan, the constitutional provisions guaranteeing the percentage of state and county funds for salary purposes remain the same as at present.

The Legislature has left the reduction of school costs in the hands of the local boards of education who know most about the actual needs and conditions. These boards have already made tremendous reductions to the taxpayers of the state. They will continue to reduce the costs of the schools to meet local situations.

The bill introduced by Senator Jones calling for a 33½% reduction in the maximum district tax rates for schools has been held over until the July session.

FINAL action on teacher tenure has been postponed until the July session. Tenure bills have been much discussed and fought over, but the California Teachers Association has stood firm for what it believes to be right and just. The best interests of public education demand that the welfare of children be at the center of the tenure law. If teacher tenure is to be continued in the best interests of the education of children, the united teaching profession must join with boards of education throughout the state in eliminating those teachers from our ranks who are not in every way worthy and well qualified to render fine service to the children of the state.

The California Teachers Association during this Fiftieth Session of the Legislature has made every effort to keep the teachers and the laymen of the state thoroughly informed as to what was going on in Sacramento that affected public education, believing that the citizens of the state who elected the Senators and Assemblymen to represent them would keep their representatives informed as to what they believed was best for the welfare of children.



Tenure for Teachers

Prepared by Roy W. Cloud at request of a member of the State Legislature.

A Form of Civil Service

TENURE for teachers is simply Civil Service for a large class of public employees, to safeguard our schools against political spoils system and the whims of disgruntled individuals.

Under the present provisions of law, the governing boards alone have power to select the teacher; and this governing board, for three successive years, while the teacher remains probationary, is the sole judge of its own action in the selection of the teacher and in her retention. This test of satisfactory service, in which the governing board is the judge, is the most exacting test of fitness applied anywhere to Civil Service employees.

Shifting Teachers vs. Good Service

No school department, and no business, can be built up successfully with a shifting staff of employees. Without tenure in their positions, teachers (like any other transient workers or tenants) cannot be expected to have the interest of any particular school district at heart nor any ambition to develop a school system in any community to its highest possible standard of excellence.

Tenure Came Because of Spoils

Before teacher tenure was provided for, and in districts where tenure does not obtain, teaching positions were commonly regarded as the legitimate spoils of election (of trustees) contests. Instead of maintaining our schools for the purpose of furnishing the children with the best opportunities for an education, the schools were too often convenient means of supplying employment for the aunts, cousins, or other relatives of members of the governing boards, or for the friends or relatives of influential politicians.

If tenure is destroyed, this old pernicious practice will return, and the rightful inheritance of the children will be sacrificed for personal and political ends.

Present Situation

Remove teacher tenure at this time, and visualize the result. Every governing board of a school district would be submerged by an avalanche of applications, by a tremendous political pressure for favored appointments, with the result that any school system would be badly disorganized in its work by reason of excessive changes in the teaching staff. No school board should welcome such an onslaught upon, the

schools of its district, or upon the members personally.

One of the reasons advanced against retention of tenure is the matter of removal of unsatisfactory teachers. The few instances in which this question is involved have been exaggerated to make it appear that this issue is of serious proportions.

Investigations show that this question does not arise in more than one instance in two thousand employees in any one year. No other department of government, and no private enterprise would consider any plan of employment unsatisfactory which proved satisfactory in upwards of 99 9/10% annually.

Powers of Dismissal

Trustees now have the power to dismiss any teacher having tenure

- (a) For incompetence;
- (b) For repeated and wilful disobedience;
- (c) For immoral conduct.

and any governing board which proceeds in accordance with the provisions now laid down in law can easily remove from her position any teacher who deserves to be dropped from the roll.

Most complaints of governing boards, and most of their difficulties in this matter, have resulted from the disregard on the part of the governing boards of the rules of procedure as laid down in our present law.

These rules are both necessary and desirable, for the boards as well as for the teachers and schools, and their observance is simple and easy.

No governing board should desire autocratic power in a matter relating, as the schools do, to the general welfare of a people.

The safeguards against arbitrary, autocratic action by the boards, and against the destructive effects of personal or political whims, now embodied in the rules for the dismissal of permanent teachers, are essential for the maintenance of a school system that shall be free to attain its highest goal of public service.

Citizens of Community

Teachers, like other citizens, should find that their employment is of such a character that they can become citizens of a community, acquire their own homes in the community, participate in the activities of the community, and co-operate in the up-building of the community.

The day has passed when the teacher should be regarded as an itinerant laborer, tramping from one locality to another in search of employment and having no sound civic interest or responsibility to any community.

Fifty Years of Chaffey

MABEL A. STANFORD, *Chaffey Junior College, Ontario*

ON its fiftieth birthday, March 17, 1933, over 500 friends and graduates of Chaffey junior college and union high school of Ontario participated in the events of a Golden Jubilee celebration. They looked back over five decades of community service which the institution has given the district in the west end of San Bernardino county, and turned forward with renewed faith.

Founded March 17, 1883, by George Chaffey, the young Canadian engineer who started Ontario as a model colony with the revenue from the sale of every other lot in the tract accruing for the endowment of the school, Chaffey college developed as one of the leading preparatory schools in Southern California. It was a branch of the University of Southern California, with special work in agriculture.

Chaffey union high school developed as an outstanding rural school under the leadership of Merton E. Hill, who continued its growth until 1931, when he became professor of education at the University of California, and Gardiner W. Spring of Santa Rosa took his place.

Chaffey junior college, organized in 1916 under the direction of Dr. Hill and the board of trustees, reorganized as a district junior college under the law of 1921. Through the efforts of Dr. Hill, it moved into its new building on the original Chaffey campus in 1931, where its student body has grown to 765. Three thousand fifty-eight students have graduated from the old Ontario high school and Chaffey union; 822 from the junior college.

Chaffey has always brought to the rural area which it serves city advantages. High lights of the institution show that in its history the great political, literary, and musical leaders of the country brought their contributions.

In the school work itself the health and the music departments have made unusual contributions, but the agricultural department has had the greater opportunity to follow out the original intentions of the founder.

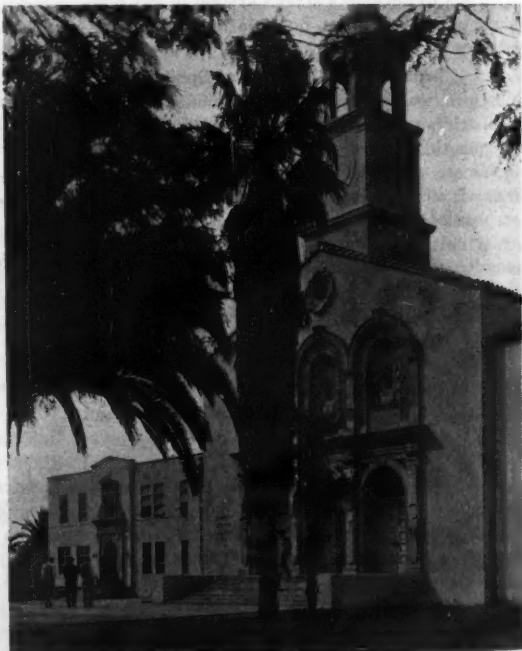
The campus donated by Mr. Chaffey has now been augmented by a 70-acre deciduous experiment plot and a 17-acre citrus orchard where Dr. Hill and

the board authorized larger and important experiments. On the latter, since 1915, a citrus fertilizer experiment has been carried on by Director Charles J. Booth of the junior college which has saved the citrus growers of the district hundreds of thousands of dollars.

One of the results of the deciduous experiment has resulted in the development of the Babcock peach, named after its originator, Dr. E. B. Babcock of the University of California, developed by George P. Weldon, pomologist at Chaffey junior college, which is expected to rehabilitate the peach industry in Southern California.

The boys agricultural organization of the school, organized by Sedalia Cubblison in 1919, has given an impetus to all agricultural work in the district. Now the largest branch of the Future Farmers of America in the state with 160 members, it has announced plans for the eleventh Farm Center Fair at which there will be about 1000 entries from the boys projects.

FRRIENDS of the institution met on the occasion of the Jubilee for the re-dedication of the school to community enterprise and



Chaffey Junior College, Ontario

scholastic endeavor. In the morning at the high school an episodic pageant showed students and townsmen the development of the school since the day of George Chaffey's dream to the lighting of the fifty candles on the large birthday cake by the granddaughter of Jefferson Taylor. One scene depicted the teachers who had graduated from the institution and now taught within its walls. Another indicated the "Old Guard" of teachers who had been with the institution for several decades.

In the evening the present and past trustees, past principals, graduates, friends, and former students thronged the Chaffey Library, a part of the original building, for a re-union reception. They examined the exhibits of treasures sent in by friends: gowns of the '90s, papers, records, pictures, old college annuals. One of the graduates of the first college class loaned a complete set of commencement and class day programs for Chaffey college from 1890 to 1902. There were more exhibits than glass cases.

After the reception, the banquet of the day was held in the school cafeteria, taxed to its capacity with more than 500 reservations. After a gala re-union the pageant of the morning was repeated with stereopticon slides made from the pictures taken from many a scrap-book. Tully Knoles gave the speech of the evening, reviewing the history of the school as it embodied the phases of the development of education in the United States, showing the group that the test of the experiment of education indicated its success, and reminding them they could ill afford to withdraw its opportunities, which are necessary in the new day dawning.

Schools Cut Costs

THE extent to which schools are co-operating in reducing costs of public education is disclosed in reports reaching the Federal Office of Education.

Estimates based on data supplied for a special study of the 1932-1933 school year indicate that the cost of education per child per day in school has been cut 14 cents since the 1929-1930 academic year. This means a decrease in cost per child of 22% in three years.

In 1930 the average cost per day of educating a child in the public elementary and high schools was 62.8 cents. For this year it is estimated the figure will be 48.7 cents or less.

Of the 62.8 cents spent daily in 1930 on each child, 12.6 cents went into new buildings and equipment and other improvements. Only 50.2 cents went into current expense, that is, teachers salaries, books, coal, repairs, and the like.

Of the 48.7 cents being spent each day this year, 4 cents go into buildings and improvements; 44.7 cents into salaries, supplies and other current expenses.

Comparison of data for other years shows that the decrease in 1933 is carrying the daily cost per child for public education to a level lower than any year since 1922.

The average daily cost of educating a child in 1922 was 51.1 cents. In 1920 it was 38.9 cents per child.

Art Appreciation in Schools

Hazel Nell Bemus, Director of Art and Visual Education, Santa Ana City Schools, has written an interesting eight-page paper on "Art Appreciation in the Public Schools". Although it is too long to publish in full at this time, the following excerpts will be of interest:

THE true purpose of art teaching is the education of the whole people for appreciation." Arthur Wesley Dow, dean of modern art teachers, gave this aim to us many years ago. All people need the enrichment of life that an appreciation of art gives. Schools today strive to guarantee the successful preparation of the child to live with the society around him.

"A display of children's art-work from the modern school tells the visitor more of the changes in the teaching methods than an exhibition from almost any of the other departments. The children paint when they have something to



say which must find expression, and not because the teacher assigns a painting lesson. The artists of all time have done their work under this same inspirational impetus. This gives the modern child a common meeting-point with the artist, insofar as he recognizes the urge for expression experienced by the artist.

"We hope that our children in school today are becoming more sensitive to beauty in nature and the works of man; that they may use increasingly finer discrimination in the selection of articles for personal use and for the home; and that they may exercise this same discriminating taste in adding to the beauty of their civic surroundings."

From A College Window

VIRGINIA MORRELL, *Los Angeles*

I

SHE was very much in earnest about her teaching, this young Professor Edmonds. She behaved as if she thought it her one chance for justification in life. She spent a great deal of time and thought in the preparation of her material—history. She was not particularly pretty or particularly otherwise, but she had a very appealing smile if one noticed closely.

One day she came into the office in a somewhat distressed state of mind. Did I think the Dean would object if she missed her lectures the following morning? Someone was to have an hour in the city between trains, whom she was anxious to see. Dorothy Edmonds blushed, but even without the blush I was wise enough to know that if she were willing to miss classes to meet a train, some passenger on it must mean a great deal to her. So it was arranged that a



substitute would take the ten and eleven o'clock hours.

I went to the class-room next day to be sure that all was well, and somehow was not surprised to find her there lecturing as usual.

"You didn't go?" I asked unnecessarily.

"No," she said slowly. "I had just worked up to a point which I want so much to put over. I finally decided that no one else could pick up the threads at such short notice. If it had only been some other day!"

I have always felt that Professor Edmonds missed more than just a train that morning. I wish so much that she had gone.

II

I HAVE just come from a visit to one of our new public buildings. We went in a group to see some murals done by a protegee of the Art Department. This young man, in the few years since his graduation, has made a name for himself in more than one field of art. His work has

received unusual recognition from most of the authoritative sources, and his murals are becoming nationally known. The Art Department is very proud of him and points to his accomplishments with justifiable pride.

I remember the day he came to inquire about the course. His home was in a rural section of the state and his clothes indicated this in every detail. His sandy hair was angular; that is, it was very straight and seemed to grow in different directions. He was diffident, too, and I recall with chagrin my impatience because I couldn't discover what course he wanted to take.

Finally he said with suddenness and firmness, "I want to study art!"

I directed him to an art adviser, and I remember that I was vastly amused.

III

I HAD a new hat and it was becoming, so I was all full of verve and frivolous chatter one noon in the faculty womens lounge. This, with few exceptions, is a very modern faculty group. There were smart campus costumes, manicures and finger waves.

One of the exceptions, however, is Caroline Lodge of Massachusetts, who teaches geography. Miss Lodge went to the best finishing school in the East and later to Wellesley and Columbia. She's really a sweet old thing—not so old either. I, the keeper of biographies, know this. Miss Lodge makes a gallant effort to remember that now-a-days ladies do cross their knees and do laugh aloud. But since she always sits in the one straightbacked chair the room affords, feet on floor, elbows in, her effort goes a little amiss.

Miss Lodge liked the hat. She told us about a hat she had when she graduated from college. It was a turban all covered with velvet pansies in shades of lavender and purple. She became quite excited as she described it.

"I only wore it once," she concluded as the one o'clock buzzer sounded.

I walked out beside her. "Where did you wear it that once, Miss Lodge," I asked.

"Oh—" she said, "I wore it to the train the day the 127th Field Artillery left for France."

* * *

"Upton Sinclair Presents William Fox" is the title of a remarkable volume of 400 pages published by the author (Los Angeles West Branch: \$3.00).

This is the inside story of the ousting of William Fox from his companies and is a notable sociological document.

Mr. Sinclair calls it "a feature-picture of Wall Street and high finance, in 29 reels, with prologue and epilogue."

Visual Aids March On

A compilation of suggestions obtained from many sources, by Committee on Visual Education, C. T. A. Southern Section, J. L. Brannan, Pomona, Chairman

IN these days when every cent of expense is made to do double duty, it behooves us who believe staunchly in the high values of visual forms of education, to see that these aids go steadily on, even in the face of severely-cut budgets. This article seeks to present informally, to the "rank and file," suggestions for utilizing many free and low-cost sources.

Any school may acquire a valuable collection of study prints at small expense by organizing and mounting magazine illustrations. Full-page illustrations from the National Geographic Magazine may be trimmed and mounted on lightweight 8 by 10 inch mat-boards. This leaves an adequate margin for handling without fingering the print.

Illustrations pertaining to a single topic may be cut from several different magazines, and organized in one group of pictures. Old magazines may be used for the purpose; the children can collect some for the school; they may be bought at low cost from the dealer, and from the salvage societies.

Just now the Grolier Society, publisher of "Lands and Peoples," is considering printing an unbound edition of that series for visual aids departments in Southern California. They cannot run the press for less than 100 copies, and must have orders for at least that number before undertaking the edition. There are 2840 pictures in the series, 640 of which are colored plates. It would be quite within the reach of many small schools in the country. Organized and mounted, the set would constitute a valuable permanent library of pictures contributing to the study of all parts of the world.

There has appeared quite recently on the market a new opaque projector and a new daylight screen, which together give most satisfactory projection of paper prints in almost full daylight. Hitherto the opaque projector has required a very dark room for a satisfactory screen image, and this has been a serious objection to its use in the schools. This new projector makes available an enormous range of material, to any teacher who will collect magazine illustrations.

To those who are unfamiliar with visual-aids technique, the various city and county visual aids centers will gladly give assistance and sug-

gestions; for example, on mounting, filing, and similar problems in connection with the school-owned collection. Particularly in these times, such headquarters are vitally interested in aiding the teacher so that the school may obtain certain types of collections at minimum cost.

As to the many pictures and posters that are obtainable from commercial concerns "for the asking," it is generally true that these are unlikely to contribute much to the child's knowledge of the subject. For the most part, they are of the poster or illustration type, and usually are not highly informative, though frequently possessing value as examples of commercial or poster art.

Marion L. Israel, Chief of the Division of Visual Education for Los Angeles County (with headquarters at 512 Hosfield Building, 240 South Broadway, Los Angeles) to whom we are deeply indebted for many of the suggestions herein presented, mentions one notable exception to the above generalization. She reports that teachers in that vicinity have found particularly helpful a picture-map of California, obtainable at 25 cents from the Southern Pacific Railway.

Many Fine Posters Available

As to posters, we have the following from Hazel Nell Bemus, Director of Art and Visual Education, Santa Ana schools, who incidentally has turned over to this committee a wealth of recently checked data referred to in the latter portion of this article:

Miss Bemus reports that certain posters recently received from English railways have given some splendid transportation material, including ships of various types, and marvelous views of public buildings, interiors and exteriors of cathedrals, and other scenes of artistic and informative value.

The American-Polish Chamber of Commerce, she states, has furnished some fine ones on shipping and the factory worker; the New York Central Railroad sent good views of the docks at Ashtabula, showing the loading of ore; and the Northern Pacific, some notable engine pictures.

As to those motion-picture films which are circulated free of charge or at a cost which merely covers shipping, it has been found over decades of California experience that these are as a rule unlikely to yield much educative benefit, not having been designed for classroom use; being difficult to obtain when most needed; generally obtainable for only one day's showing; and open to still other valid objections.

To the above generalization there are also some notable exceptions: for instance, several of

the films of the General Electric Company, and those of the United States Bureau of Mines, both these sources having proved valuable in connection with high school science teaching.

Access to valuable "realia" may sometimes be gained for the pupil through contacting nearby museums. For example, the Southwest Museum in Los Angeles sends out to schools, exhibits on Indian life, with a competent instructor to explain them. Fred K. Hinchman, Supervisor of Extension, is in charge of this service. It is believed that similarly the Los Angeles Museum in Exposition Park will also be available, by such extension service, at some future time.

DURING Easter vacation, at the special request of this Committee, Miss Bemis culled from her files a recently checked list of posters, exhibits and booklets on geographical, industrial and other topics, most of which are obtainable for the asking. Nothing is there listed except materials received, checked and found satisfactory within the present school year.

The Committee is preparing a two-page mimeographed tabulation of all these free and low-cost sources, and a supply will be on hand in both the San Francisco and the Los Angeles section headquarters, obtainable by any teacher by sending self-addressed legal-size stamped envelope (3 cents). The data included may be summarized as follows:

Asia: India and Ceylon; Japan, Russia, Siam, and general Oriental-Asiatic.

Australia and the South Seas.

Europe: 20 sources of information, on 16 European countries.

The Americas: Canada, Mexico, Central and South America, and the West Indies.

United States and Possessions: Hawaii, Philippines, Panama, Alaska, and the National Parks—22 sources.

Also, on products of industry, some 80 different sources, concerning 50 or more products.

Motion Pictures and Slides

For those who are interested in the use of motion-pictures and slides, we list the following offices from which may be obtained catalogs containing many useful suggestions:

Non-Theatrical Film Sources, U. S. Government Printing Office, Washington, D. C.

Bureau of Education and Research, Division of Fish and Game, 510 Russ Building, San Francisco.

Western Electric Motion-Picture Bureau, 120 W. 41st Street, New York City.

Motion-Picture Film Service, International Harvester Co., 606 S. Michigan Avenue, Chicago.

Victor Animatograph Corporation, Davenport, Iowa.

National Film Library, 811 Richfield Building, Los Angeles.

Department of Visual Instruction, Extension Division, University of California, Berkeley.

Education Department, Singer Sewing Machine Co., 59 Grant Avenue, San Francisco.

Herman Ross Enterprises, Inc., 630 9th Avenue, New York City.

U. F. A. Films, Inc., 1540 Broadway, New York City.

Here are a few book-titles, suggested for those who may wish to do a little reading in this important field:

Anna V. Dorris, "Visual Instruction in the Public Schools," Ginn & Co.

Joseph J. Weber, "Picture Value in Education," pub. Educational Screen.

The monthly, "Educational Screen," 64 East Lake Street, Chicago, is a splendid aide to those who wish to keep in step with the latest in visual aids.

Lillian Hethershaw, "Simple Directions for Making Visual Aids," Department of Visual Instruction, National Education Association, Washington, D. C.

In closing, may we heartily commend to our fellow-members of the C. T. A., visual aids as indeed legitimate materials of instruction. We urge the need for definitely and carefully planned programs of educative value, extending over many months. We trust that, wherever conditions will at all permit, only materials and equipment of highest standard will be secured—in exactly the same spirit as one would try for only the best of texts.

Meanwhile, however, facing conditions as they actually are, we urge that every teacher use initiative in availing herself of opportunities, so that even in the "lean years" the splendid work in visual education, so well begun, may continue to march on.

Respectfully submitted, The Committee on Visual Education, Southern Section, California Teachers Association: Mable E. Cook and Julia E. Melton, Pasadena; Isabel F. Lindsay and L. R. McMullen, Santa Ana; Jessie V. Farr, Los Angeles; E. Lee Holden, Covina; J. L. Brannan, Pomona.

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The Quarterly of the Glendale Public Schools is an official bulletin for the purpose of disseminating information concerning the educational well-being of the community. Richardson D. White, superintendent of schools, is editor in chief; Florence K. Mane is editor.

The current issue points out that certified statements from controllers of California counties show that schools have budgeted for 1932-33, \$48,482,000 less than for last year, 1931-32—a reduction of 27%; these vast retrenchments totaling more than all other governmental reductions combined.

• • •

The California Future Farmer is a highly praiseworthy monthly magazine published during the school year by the California Association of the Future Farmers of America. This is a state organization of students of high school vocational agriculture. The state headquarters are at California Polytechnic School, San Luis Obispo. The editor is George P. Couper. The slogan of the Association is, "Learning to do, doing to learn, Earning to live, living to serve."

Wealth of Waste Places

DR. ANNIE DOLMAN INSKEEP, *Berkeley*

Author of "Teaching Dull and Retarded Children"
and "Child Adjustment"



A fourth, fifth or sixth grade activity which co-ordinates geography, reading, language, art, nature study and handwork. This activity may be limited to one term or could run through a school year.

IT may be a far cry from Santa Rosa, California, to Las Vegas, Nevada, but this activity started with Luther Burbank, and, in all probability, will carry on outside of school hours for several years as a real life interest in Hoover Dam.

At one of our class directed discussions of Luther Burbank's work, the potato and the Shasta daisy were pushed in the background by the very live interest the class manifested in the spineless cactus. This group of students had already studied somewhat the difficulties of finding food for livestock in Arizona, and other arid portions of the United States, also in Mexico, Arabia, and the countries bordering the Persian Gulf and Northern Africa.

The immediate result of the discussion of Luther Burbank's contribution toward the food supply of the world, was a desire to know more about desert places, "good-for-nothing" places, as one child called them, and about such plants, such conditions, as not only made the deserts fascinating at certain seasons of the year but also such processes as would make waste places profitable places to cultivate.

The title of the activity was taken from Gilson's "Wealth of the World's Waste Places," parts of which the teacher read and talked over with the class.

As a first step the children decided to find out what they could about cacti and succulents, how they were grown, and to build a miniature desert of their own. In manual training period a group

of boys made a box 18 inches by 18 inches with a 4-inch front and a 9-inch back. The bottom was perforated for drainage and 2-inch square cleats were nailed on the under side. This box

was set in a zinc tray made from an old wall protection. The box, when painted, together with the tray, was placed on a shelf in a very sunny window.

It was decided to build up the back of the box with a rather large jagged rock to represent a mountain range. The box was filled with a mixture of some dirt and considerable sand. Then cacti, small century plants, and other agave, were planted and rocks scattered here and there.

While this work was being carried on in handwork and nature study periods, the children wrote for postcards of desert scenes, consulted a local newspaper information bureau, culled newspaper and magazine articles on cacti, succulents in general, and desert scenes and growths. A bulletin board was devoted to a display of this material.

The miniature desert became so real that stories told in language time centered around adventures in the desert. The characters and animals for some of these stories were modeled in clay during the art periods and later were painted in water colors, shellacked, and then appropriately grouped on the "mountain" side and in the desert.

In geography periods the class studying Africa, the one working in the United States, and a fourth grade in California, became enthusiastic over desert possibilities. Not only did they study with genuine interest the effects of desert regions on climate, etc., but also the wider aspect,—the future of deserts,—claimed attention.

FORTUNATELY for us Hoover Dam was being given considerable space in the newspapers and the children decided that this government activity was related to their work on "The Wealth of the World's Waste Places." The class appointed a committee of boys to make a rather high, long and narrow sand table out of waste lumber stored for kindling in the school basement. When finished and painted this table



was partially filled with sand. Pieces of broken cement sidewalk were brought to school to form the banks of the Colorado. These were colored with decorato.

The river bed was made of blue paper. The spillway building, etc., were copied in ivory soap from the photogravure pictures found in Sunday newspaper supplements. A bulletin board of pictures has grown up in connection with this aspect of the activity. The children are always on the outlook for pictures of Hoover Dam and news of its progress. The class making modoline maps of California and Nevada, located Las Vegas.

In nature-study the climate, etc., of the country to be watered by the great dam were discussed in relation to winter vegetable crops, and fruits such as pineapple and dates. The class studying Africa furnished information as to these latter and visioned somewhat the effect of a canal across the Sahara Desert. The classes in the United States found out some of the things that Southern California and Arizona now grow as the result of existing irrigation.

"The Wealth of Waste Places" carried over into an interest in commercial cactus fruit fields, into private, public and commercial rock and cacti gardens. Several large slips of the spineless fruit cactus were brought to class, children visited rock gardens, and then rather unanimously the desire arose to have a desert garden of their own. A front corner of the lot devoted to plots for classroom garden activities was given to the class.

A lattice fence for one side was designed, built, and painted by the boys. Rocks, big and little, were brought from surrounding hillsides, and some were bought at abandoned miniature golf courts. The plot was dug up by the children and covered with about six inches of sand obtained from discarded sand boxes. Then the rocks were effectively placed, large ones in the back, some small ones half buried in the sand, others scattered around loose.

A list of donors to the rock garden was placed in a conspicuous place on a bulletin board. There the names of those bringing rocks, sand, cacti or various succulents were written. Tall growing plants were placed at the back of the desert garden among the tall rocks, low ones near the front. The designing, planting, weeding and care of this garden is a constant source of interest in nature work and makes many social contacts for the children. Christmas was coming and "The Wealth of Waste Places"

still was a live growing issue in the class:—so much so, in fact, that several children had made attempts at home cactus planting. As most of the members of this class live in apartment houses and move rather frequently, it was finally decided to give each mother a miniature rock garden of cacti and succulents.

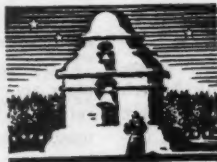
The waste material chosen for pots were discarded phonograph records. Experiments showed that Columbia records could not be used, that Brunswick records made fair dishes but that Victrola records made excellent containers. Hot water can be used to soften the records but this was not as practical a method for us as to utilize the heat of the circulating hot air stove in the classroom.

The upper part of an old aluminum double boiler, minus the handle, was placed upside down on top of the stove. The record was centered on this and soon the heat caused the rubber to droop toward the sides of the double boiler top. At this stage the record was carefully taken off and the softened rubber bent as fancy dictated into artistic dishes with scalloped, curved, irregular edges that lent themselves wonderfully to artistic planting. The hole in the bottom offered good drainage. Some of the records were broken up into pieces. These were softened over their art period water dishes, shaped and cut with scissors while warm and used as pans to catch the drainage from the plant dishes.

MEANWHILE the children brought from home, or obtained from friends, small anthericums, tiny century plants, small succulent creepers, and such cacti as would be suitable for a window dish. Stones, some of them quite beautiful, were brought and a general exchange of commodities effected until each child had all of the makings of a miniature rock garden. With the material before them each child drew a planting design for his or her garden and, following this, planted the garden about three weeks before the Christmas holidays.

So successful had been the little clay figures in the classroom rock garden (mentioned in the first part of this article), that the children made men, women, horses, donkeys, etc., for these Victrola dishes. The art lesson became truly a

period of creative work untrammelled by teacher suggestion. Afterwards, in language periods, the children told desert stories. One boy modeled from clay a grave covered with stones surmounted by a rude looking cross and placed the kneeling figure of a cowboy



beside it with his horse at some distance away. He told how Jack had come to seek out the lonely grave of his former pal and offer a prayer for him.

A little girl glued the figure of a fat woman to the top of a rock and underneath its overhanging side placed the figure of a man. The woman's husband was lazy and went out into the desert rather than work. She hunted for him and finally climbed the rock to look over the country while

he stood care-free and safely hidden below her.

The interest in this activity never lagged; rather it has continued to grow. The Victrola gardens have in most cases flourished at home and were deeply appreciated by the mothers as Christmas gifts. Interest has been quickened in geography by the reading of current publications on Hoover Dam. The beauties of succulents have opened up a new phase of nature work. A fresh joy has been aroused in creative art work.

School Feeding in Emergency Relief Programs

BERNICE BUDLONG, *Supervisor of Home-making,*
Woodrow Wilson Junior High School, San Jose

EARLY in March the recently organized Educational Council for Maintenance of Adequate Standards of Living sent a questionnaire to 55 principals of junior and senior high schools in California cities and towns north of the Tehachapi and to the Home Economics supervisors of Berkeley, Oakland, Sacramento, San Francisco, and San Jose.

The object of this questionnaire was to determine to what extent the schools are feeding the children of the unemployed, how the work is being financed, and who is actually assuming the responsibility within the schools for this phase of the relief program.

Forty-three of the sixty questionnaires were returned. Of the schools reporting 71% are serving one substantial meal a day to the children who are suffering from this industrial depression. One-third of these are giving mid-morning milk in addition to this meal.

The numbers being served these meals range from 0.4% of the total enrollment of a school situated in one of the more prosperous communities (San Mateo) to 20% of the total enrollment of the schools in a small rural community in Santa Clara County (Morgan Hill).

The five larger cities report feeding programs which serve from 1% to 8.5% of the total enrollments of the city systems, even though there are well-regulated city, county, or city and county relief organizations functioning in each.

The answers to questions regarding the financing of the projects show definitely that the schools, for the most part, are accepting this responsibility. Thirty-one of the 43 schools, almost 74%, report that teachers are making

donations, 19 or 45%, receive donations from their Parent Teachers Associations.

Other sources include school foods sales, school cafeteria profits, school programs, and student body funds. Only five reported that their merchants were making donations, adding "some" or "occasionally."

In 3 of the larger cities the city or county relief fund furnishes most of the funds. In Oakland the teachers supplement the funds raised by the P. T. A. council through their annual East-West football game. San Jose, which serves 8.6% of its total enrollment one meal a day, receives funds from no source other than teachers and school department employees donations.

THAT the work of purchasing and preparing the food is largely the responsibility of the Home Economics teachers is revealed by the answers to this question. Thirty-four per cent of the cases report that the Home Economics teachers purchase the food and 44% report that it is purchased by their cafeterias.

Since school cafeterias, both in rural and city schools are usually managed by the Home Economics teachers, it is safe to assume that these teachers are the chief buyers—the same may be said of the preparation of the food.

Seventeen per cent of the schools report that Home Economics classes cook all of the meals while 65% report the cafeterias responsible for the food preparation. Many schools have regular classes who cook the food for the cafeterias.

The questionnaire reveals that the schools are assuming the responsibility of preventing

mal-nourishment among their children and that, aside from contributing funds toward the project, the Home Economics teachers have the responsibility of purchasing and preparing a large percentage of the food.

* * *

Penny Market

PRE-PRIMARY interest in numbers, and reading readiness, which carried over into first grade, were accomplished recently at Crescent Heights Blvd. Kindergarten, Los Angeles.

Flower-making became a fad; then potted plants were suggested. Ideas were brought to school from a flower-shop on the boulevard, which many of the children passed on their way to school.

Flower pots were colorfully painted—some were formed from clay and then decorated. Sand in the pots gave the plants a life-like effect. Lumber, saws, hammers and paint produced a sizable flower-stand. Of course an awning was provided to keep the sun from wilting the flowers!

After the pots and vases were arranged, some means of selling their wares became necessary, and the children borrowed printing equipment from the first grade, with which to make signs and price tags.

Plates of beads were used in lieu of money, and a fascinating game of who could count out the beads and get the most numbers right, occupied much time, and created a lively interest in the possibilities of figures.

Simple printing of words provided an interest in the art of reading. This project covered a period of five weeks, at the end of which time, promotion day came and the children entered first grade.

Here, as a new but correlative activity, the children developed a "Penny Market." Reading of the names of the various kinds of merchandise, construction of the market itself, and the making of most of the produce from clay, such as fruit, vegetables, eggs in egg cartons, etc., provided almost endless possibilities. Play money was made, and the making of change presented number work in an unusually attractive way.



Mrs. Nanon Goltra, first grade teacher, stated that she had noticed a decided aptitude on the part of the children who had received kindergarten training, particularly those who had enjoyed the flower-shop during the preceding term. Those not fortunate enough to have had kindergarten experience, were slower in following the details of the market project.

Mrs. Florence V. Stewart and Mrs. Bertha B. Hirsch are co-directors at this kindergarten.

* * *

Home Economics Conference

FIRST homemaking education conference initiated by the California Home Economics Association and sponsored by the State Department of Education, was held April 8 in San Jose.

Speakers were:

Dr. Wm. John Cooper, United States Commissioner of Education,
Honorable Vierling Kersey,
Dr. Ethel Percy Andrus of Los Angeles,
Mrs. Hugh K. Bradford.

All presented challenging thoughts to parents and educators. Mrs. Bradford clearly and interestingly outlined that which the home expects of homemaking departments. Dr. Andrus presented the plan being formulated in Los Angeles for a co-ordinated high school curriculum based on a re-interpretation of the seven cardinal principles of education.

Superintendent Kersey re-defined fads and frills for the tax-payer. Dr. Cooper reviewed the field of opportunity now open to women and urged education for worthy home membership for boys as well as girls. He believes the home economics teacher to be the best fitted to instruct in the field of nutrition.

Unusually helpful exhibits supervised by Martha Thomas at State Teachers College added to the day's interest. Trips to school relief feeding centers were made. San Jose has an outstanding record in this field under the able direction of Miss Bernice Budlong.

Gladys Nevenzal, State Home Economics president, and Maude I. Murchie of Sacramento presided at the meetings. Over 250 guests attended. Detailed reports of the conference are published in California Home Economics News Letter, May issue, of which Dr. Carrie Castle Dozier of Mills College is editor.

* * *

Dr. Walter Crosby Eells, professor of education at Stanford University and editor of the Junior College Journal, has been granted sabbatical leave for 1933-34. He expects to spend the year in research work in the field of higher education, working at Washington, D. C.

The Map Slide, Its Value and Application

WREN STRANGE, *Longfellow School, Long Beach*

IN studying mining in the United States in my 4A class, we needed a large outline wall map on which to locate the mining regions for each mineral studied. In order to make satisfactory enlarged maps, we traced map slides upon cellophane or glass and projected them on heavy pieces of wrapping paper by means of the stereopticon.

The map-slide was made in the following way: One child traced a small outline map of the United States on cellophane with India ink, while another child put in the state boundary lines. As petroleum was the first mineral studied, another child marked the petroleum regions of the United States on the map-slide. After covering it with another glass and binding it with tape, it was ready to be projected and traced on the wrapping paper.

Each child did a bit of drawing on the enlarged map so each would feel a personal interest in the finished product. The map was first traced with pencil, as projected in light-lines by the lantern, afterwards being placed on the floor where the lines were gone over with black India ink and a B1 speedball pen in order to make a heavy black outline. The petroleum producing regions were colored solidly with India ink.

While a few children at a time were coloring in the places on the large map where petroleum is found, each child was locating these places and coloring them on a small outline map of the United States at his desk.

In the meantime an intensive study of the petroleum industry was going on in the room. There was much discussion outside of school with the fathers or neighbors who were engaged in work connected with the oil industry. Books, oil magazines and the daily paper were consulted for information concerning the various phases of the oil industry. The methods of drilling used

today were compared with those used at the time the first wells were "brought in." As we were not allowed to visit an oil well, we drew a large diagram showing the derrick, drill pipe, pump, sump hole, storage tanks and connecting pipe, after getting as much information as we could gather from every source.

After studying the work of the refineries we located the cities where there are large refineries in the United States and added these to our wall map and individual maps respectively. We drew in the pipe lines showing the great distances between the oil fields and the refining centers.

We made similar enlarged maps for the other minerals,—coal, iron, copper, silver and gold, as we studied them. After we had finished an intensive study of each mineral, we decided to make a composite map, for comparison, showing the mining region for each of the six minerals, respectively, on it.

After we had traced the outline of the United States and had put in the state boundary lines, we projected the slides made for the six respec-

(Please turn to Page 62)



Children enjoy pictures that are full of life and tell a story

Ripon Gleams

CAROLINE LELAND, *English Teacher*
Ripon Grammar School

RIPON Grammar Grade Gleams is a bi-monthly magazine published for the past eight years by the grammar grade English clubs of the Ripon Grammar School.

The publication is distinctly a pupil effort. It forms an incentive for all written composition work from the second to the eighth grades. Its several divisions: current school events, book reports, jokes, original stories, poems, sports, and cover design represent the best of their kind produced in regular class work.

Each English Club from the fifth to the eighth grades has its turn to edit the paper during the year. The editor is elected by his club and with the English teacher's aid selects his staff. The staff holds weekly meetings, planning and editing the material contributed by the whole school.

The planning includes page layouts, and each member of the staff learns to respect the exactness which makes for good make-up in a magazine or paper. Here, also, there is felt a concrete need for written work without errors.

The mimeographing is done by a high school senior, who is paid by the hour for her work. The paper is financed through the advertising of local merchants. All advertisements are secured by the energetic business managers and their assistants.

A copy of the Grammar Grade Gleams is distributed to each child in the school who, with his parents, may enjoy seeing, not only his own work, but also the work of other pupils. In addition, the district is given a worthwhile glimpse into the activities of its elementary school.

* * *

Your Child's Heritage

ALTA K. WEST, *Cedar Brook*

DARE I ask, "How much is your child worth?" As a vital life question, I would burn it into the heart of every parent, voter and citizen of our country. How much is your child worth in love, trust and hope in the home, in its community, and as an American citizen?

The answer echoes and re-echoes, "I would not exchange my child for the wealth of the world."

We sorrow with the parents whose little one is drifting into eternity or weep with the mother of some "Little Boy Blue."

Our sages cry, "The child, in whose hands lies the destiny of our democracy, is the hope of

America. Our country cannot endure without the true, wise, just, patriotic citizenship of the rising generations.

Recognizing his intrinsic value, what will you invest as his heritage and endowment? As a people, we spend our incomes too freely for the worthless baubles of ease and indulgences.

We cannot escape the penalty of paying for ignorance and vice, if we neglect the rightful education of our children. Prov. 8:10-11. "Receive my instruction, and not silver; and knowledge rather than choice gold. For wisdom is better than rubies; and all the things that may be desired are not to be compared unto it."

Prov. 22:6. "Train up a child in the way he should go, and even when he is old he will not depart from it." We must pay the costs of needful education.

Our present administrative units of education are entirely too small to adequately safeguard the education of the children of the nation. Think of the tragedy of an army of our children tramping about the country, friendless, homeless, ignorant and shiftless, bereft of the necessities or opportunities of life.

Would it not be a worthwhile investment to gather these wanderers into industrial farms and schools, such as is conducted at Lytton, California. Its value cannot be over-estimated.

The pity of it is that our present district systems are not prepared to cope with our shifting population. These small units were the natural outcome of our scattered pioneer settlements, and are inadequate to meet the needs of our present widespread demand for education.

Why should not the states and nation unite to tide over the present depression, stabilize school conditions, assure our youth of its rightful inheritance, and establish industrial homes, farms, and schools for our homeless minors?

* * *

Santa Cruz Education Review

SANTA CRUZ City Board of Education has recently issued the initial number of its official publication, "Educational Review." This excellent and highly meritorious eight-page periodical is printed at the Senior High School, under direction of W. E. Elmer, principal and Ben Hill Richardson, printing teacher.

Proof-reading is done by the high school journalism classes, under direction of George Van de Wetering. C. Ray Holbrook is city superintendent of schools. Dr. Phillip P. Bliss is president of the board.

We heartily congratulate Santa Cruz upon this progressive and fact-filled bulletin.

Compulsory Education

Emma H. Kalenborn, Dean of Girls, Sequoia Union High School, Redwood City, has prepared a valuable paper of 7 pages concerning the California compulsory education law. Limitations of space forbid publication in full of her manuscript but the following excerpt will be of general interest:

THE fact that the State levies a universal tax for the common good, carries with it the right of the State to compel universal use of educational agencies, upon the following assumptions:

- a. Education is for the best interests of the child.
- b. Children need protection from ignorant, indulgent, and vicious parents.
- c. The State needs useful citizens which should be supplied by education. An illiterate class and resulting class distinctions are dangerous to the State.

More specific arguments for compulsory education, concerning themselves with modern life and its definite problems, are:

1. The undesirability of introducing youth into economic competition during a period of intense economic depression and re-adjusting economic and social institutions.
2. Necessity for the development of general social intelligence to meet the complex, social, and economic problems of today.
3. The definite trend toward delayed vocational training.
4. It is more economical to maintain children in school where proper social and civic attitudes and habits may be developed than it is to re-educate and correct them in other institutions, such as, courts, prisons, and detention homes.

* * *

The election of **Jasmine Britton of Los Angeles** as the new president of California Library Association took place at a recent convention in Oakland. She is the first school librarian to be named as chief executive of the organization.

As head of the elementary division of the Los Angeles School Library for the last twelve years, Miss Britton has had wide experience in her field. Under the reorganization program a year ago, she was placed in charge of the junior and senior high school libraries, as well as continuing with the elementary work.

Miss Britton succeeds John Boynton Kaiser of Oakland, who was named California delegate to the American Library association convention to be held in Chicago on October 15.

Other officers chosen were Bessie B. Silverthorn of Modesto as vice-president, and Mrs. Hazel G. Leeper of Sacramento, re-elected secretary and treasurer.

Two Veteran San Diego Teachers

GORDON K. STEVENSON
Garfield School, San Diego

SAN DIEGO has recently seen the loss of two outstanding members of our profession. **Mrs. Mabel Hale O'Farrell** resigned after 41 years of service, during 33 of which she was the principal of the Logan Elementary School. **Mr. Pete Ross** resigned, because of ill health, after serving 21 years as principal of the Washington Elementary School and seven years as principal of the Point Loma High School.

Both of these people had rich backgrounds of experience before coming here. Mrs. O'Farrell, graduate of Ypsilanti State Normal School, had her first experience as a teacher of a one-room country school in Ohio, receiving \$25 a month for a spring term of three months. After completing her course she became preceptress of the high school at Northville, Michigan. Mrs. O'Farrell explains that a preceptress had duties similar to a modern vice-principal.

In San Diego she started as the teacher of the Sorrento School. This little school, then situated in a railroad station, was the scene of many stirring memories, not excluding the establishing of a dead-line across which no one was allowed to go. This and the development of an early "safety patrol" took place after seeing a little five-year-old girl narrowly escape death when she ran in front of a passing train.

As teacher of the eighth grade and later as principal of the Logan School, Mrs. O'Farrell was noted for her love of children. This is evidenced again by the fact that she was on the committee which established, and guaranteed payment for the first year, of our Juvenile Court, and was the chairman of the committee which established the Logan Heights branch of the public library.

Mr. Ross has the same richness in background. He held a county teaching certificate, in Ohio, at the age of 16. His first teaching experience was at the little mountain town of Rugby, Tennessee, where he taught everything from the "chart class" to algebra. An account of his life appears in *Sierra Educational News*, January, 1933.

San Diego realizes that she has been most fortunate in having these two leaders in our profession, working with her children. Teachers know that the unselfish work, the examples, of these two is an inspiration.

Is There a Norma in Your School, Too?

MABEL REAR MILLER, *Los Angeles*

"**T**HERE goes a bad one," commented the Math teacher as a dark, slender, rather pretty Indian girl slouched past the office window.*

"You surely don't mean Normal!" exclaimed Professor Blane. "She is the best history student I have."

"Oh, she's bright enough," the Math teacher agreed. "But it just happens this history protege of yours appears to have a bad reputation. Ought to be expelled." He picked up his hat. "Well, see you in the morning, Blane. Good-night."

Professor Blane was aroused. He made an investigation of the case and learned that the child was living in a most appalling environment; her life outside school hours consisting of a continuous round of rough talk, dodging police, and holding her own among a family of violent, high-strung people. She had no friends, either among the children or the teachers, and was generally looked down upon.

Fortified with this information Professor Blane gradually made friends with the girl. He encouraged her to come in and talk with him after class, asked her opinion on various school activities, and whenever possible used his influence in helping her to attain a more wholesome attitude toward life. In time a genuine friendship sprang up between them.

NORMA wasn't lacking in talents. She had an unusually beautiful voice. So when the try-outs were being made for the annual operetta, Professor Blane persuaded her to sign up. She did—and was selected for the leading role!

Norma was radiant. Her whole personality changed; there was even a noticeable difference in the way she held her head. She, Norma, had been accorded the highest honor in her class. It was unbelievable. But her happiness was short-lived. The Dean soon discovered who had been chosen for the part and immediately had her withdrawn from

the cast; withdrawing also, the child's one opportunity for betterment.

Several of the teachers protested, but to no avail. The Dean was insistent. "No person of questionable character such as Norma, was to represent the delightful Arabella." That was final. The operetta took place, but Norma did not sing.

One Who Understood

Shortly after this, an epidemic of influenza spread through the town, and Norma was one of many who fell victim to the disease. Due to a lack of proper care, complications set in and she was rushed to the county hospital.

During her brief stay there she asked repeatedly for Professor Blane. "Tell him," she begged, "how much I loved him! He was the only one who understood!"

Two days later she died.

* * *

Miss Maren Elwood, formerly a teacher in San Francisco public schools, is organizing summer classes in short story and feature article writing, 1840 Van Ness Avenue, San Francisco. Miss Elwood spent some time in Europe and has written and had published considerable material with a continental background. Fiction-writer aspirants who wish to know more of her courses are invited to communicate with her.

* * *

Southern Council, C. V. A.

RECENTLY in Los Angeles were held two meetings of representatives from about ten different teachers organizations interested in various types of occupational training. These meetings were called with the idea of organizing a Southern Council of the California Vocational Federation.

The various teacher organizations through their representatives, and later business and industrial organizations through their representatives, may join together in this Southern Council for a study of problems common to this kind of life training and through this means tie together those interested in the practical training for industry or business of our boys and girls. Undoubtedly this organization will go forward slowly but surely with a program of this kind.

The following have been designated as officers of the council: F. C. Weber, Supervisor, Continuation Day Classes, Los Angeles, President; T. E. Woolsey, President of the Aeronautical Teachers Association, Los Angeles, Vice-President; R. I. Lowe, Los Angeles Schools, Secretary-Treasurer.

*The following incident occurred a short time ago in one of our rural high schools, but for obvious reasons fictitious names have been used.



Counting Our Blessings

H. G. NELSON, principal of Julia C. Lathrop Junior High School, Santa Ana, has written an excellent paper of five pages entitled, "Counting Our Blessings," and dealing with taxation. Although the paper is too long to publish in full at this time, the following excerpts are of current interest:

"Instead of permitting Mr. Taxpayer to continue to harbor the historical concept of taxes as tribute forced from conquered provinces and slaves; as an extortion; as a badge of inferiority; we must, through education, combat these mental complexes, and show that taxes are a form of co-operative buying.

"When Mr. Average Taxpayer pays his taxes he is buying service just as truly as when he fills his gasoline tank, or pays his repair bill. And when he buys service through his taxes, what he receives compares most favorably with his receipts for any other of his consumer-expenditures.

"The public schools for his children, whether he has one or a dozen, is costing him \$1.51 (in Santa Ana) a month for all operative costs—which includes all teachers, janitors, nurses, physicians, supervision, free playgrounds with all equipment for active play and games (base-ball, foot-ball, tennis, etc.) auditorium programs, swimming pool, attractive school yards perpetually maintained, heating and ventilation of buildings, sanitary toilet facilities, pure water, free text-books, pencils, paper, ink wash-room and towels, musical instruments, art supplies, domestic science and shop equipment—the list could be greatly expanded.

"In addition to this \$1.51 he is also paying to a county pool to help more needy communities to receive similar service. If Mr. T. P. happens to be living in one of the more wealthy communities, some of this county pool goes to the poorer districts.

"Mr. T. P. has been thinking things over a little during his period of unemployment. He is beginning to realize from a study of the facts in the case that for no other consumer-expenditure is he receiving so much service as he is for his collective purchases through his taxes.

"All of the combined services of the schools costs him less than the one service of heating his own \$4500 home, and he wouldn't think of going back to the days of coal and kerosene, even though to light his home costs more than all the collective city services."



The science laboratories are essential features of the modern secondary school

San Diego Senior High School recently celebrated its second annual Girl Day. Senior girls were selected for instructors by their regular teachers and conducted the business of running the high school throughout the day.

The student teachers consulted the regular teachers in advance regarding correct procedure. The regular teachers stayed in the classrooms. The entire program of the school was conducted with earnestness, fine spirit and real civic training.

• • •

The Rural School Trustee

J. W. CANFIELD, associate professor of education, Fresno State College, has made a very thorough study of the status of the rural school board member in California.

His monograph occupies 18 typewritten pages, with tables, and is too long for publication in Sierra Educational News. He concludes that:

"Enough data has been submitted in this report to point out the nature of the forces in control of the rural schools of California.

"No suggestions are offered as to the changes that should be made, but it is evident that the type of administrative control now in effect is anything but satisfactory.

"Educators are talking about the possibility of the schools controlling the social order, but the educational machinery is antiquated and diversified.

"Even if a comprehensive and unified plan of education were evolved, the decentralization of school control would contribute little toward the carrying out of such a plan.

"The explanation of why decentralization cannot contribute has been the major theme throughout this study. A heterogeneous mass of humanity cannot promote a comprehensive and unified plan."

Tulare County's Traveling Exhibit

ELEANOR RUSSELL, *Eighth Grade*
Linwood School, Tulare County

TULARE County Rural School System is doing things extraordinary! We have what is known as a "Traveling Art Exhibit," which is lent to the various rural schools for a week at a time.

The articles in this exhibit were collected during the past year from the rural schools by Esta Aulman, General Supervisor, who also has charge of the art work of the county.

Every week the display grows larger. All schools are ready and anxious to contribute something, as soon as they understand the value of such an exhibit and the motive in assembling the material.

Many useful, interesting and beautiful articles have been fashioned by skilful and imaginative boys and girls, from material which would otherwise be labeled "waste" and thrown away. Some of the cleverest ideas present themselves in the decorated bowls made from old scratched phonograph records, the nut bowls and the stuffed rabbits or other toys made from old inner tubes, and Indian bowls made from newspapers.

There are sand-paper flowers, beads made from umbrella-tree seeds, plaques and handy wall-pockets made from paper plates, beautiful bags made from five cent dish-clothes; and numerous other articles as well as tin-foil pictures, and many large scrap-books and portfolios, the covers of which were made by the pupils, containing excellent drawings, paintings, cut-paper designs, etc.

Believing that ours is one of the first, if not the first county traveling art exhibit in the state, we are proud of it and of the approval which it meets in every school district.

Another feature which is working out splendidly is the series of Joint Music Appreciation Programs. Josephine Murray, Music Supervisor, made the statement at Institute that, if the pupils of any school would prepare a twenty-minute program around some theme or folk-idea, she would bring to them a twenty-minute program on some subject of her choice.

Many schools are taking advantage of this unusual opportunity. Though most of Miss Murray's appearances are on Friday afternoon, the Linwood School principal persuaded her to come to that school on a Thursday evening, when a very novel music and art appreciation program

was enjoyed, not only by the students but by the parents and friends of the school as well.

Our fine new two-room building was converted into one large room and packed to capacity with interested spectators. Linwood's part of the program was Spanish in nature. A real Spanish atmosphere was created by the costumes worn by the students, who took part in the various numbers.

Since Miss Murray had chosen to make her contribution Colonial, some of the lower grade boys and girls were dressed as Indians such as Columbus must have seen, when he discovered America in the name of Spain. Their crude costumes, together with their songs and dances, brought us back from Spain to our own Colonial days.

Our Music Supervisor, in Colonial costume, presented a program consisting of five numbers: two were very early dance-songs, for which she supplied an interesting historical background, as well as the dance steps. Next she talked of American folk music, after which she sang an Indian song and a negro spiritualist song. Her last number and the one enjoyed most by the boys and girls, was "The Second Minuet."

The combined Music and Art Appreciation Program was scheduled for that particular date because it was the good fortune of Linwood School to have the Traveling Art Exhibit during that week. Following the musical program, Miss Aulman was called upon to briefly discuss the art work on display so that the patrons who were present might more thoroughly enjoy and appreciate it, and its purpose, during the remainder of the evening which was spent informally.

* * *

Claremont and La Verne Co-operate

ANNOUNCEMENT is made that the co-operation which has previously existed between Claremont Colleges, at Claremont, California, and La Verne College, in the near-by town of La Verne, will be farther developed beginning with the coming college year.

By this arrangement upper division students of La Verne College will have the advantage of entre to classes in the colleges which are at present associated with Claremont Colleges, and there will be on each side an extension of facilities and personnel which will be of advantage to all concerned.

The arrangement thus effected is in accord with the plan of organization of Claremont Colleges by which undergraduate residence colleges are brought into association and co-ordination while maintaining their complete identity with the characteristic values of the small college and at the same time securing the common use of greatly increased facilities and the inspiration of the larger educational fellowship.

The associated body of students numbers over 1300 and the combined faculties include over 120 members.

Interscholastic Athletics...Yes!

FRANK J. GRIFFIN, *Director of Physical Education*
Sequoia Union High School, Redwood City

INTERSCHOLASTIC athletics has its rightful place in the school program. So also has intramural athletics its legitimate station "in the sun."

There need be no clash between the two. Properly conducted, there is no conflict. Rather, one assists and augments the other, for the two programs, component parts of a whole, can and will work together. If they fail to operate harmoniously, the fault lies in quarters other than with the program itself.

At Sequoia no boy is excused from physical education because of membership on a school team; nor is a student exempted from English classes because of participation in dramatics or debate.

The ancient and indolent contention that to require a boy to participate in physical education while on an athletic team is to place on him a too-strenuous burden, is not based on fact. Nor is it necessary to give over that period to "study" in order to maintain "eligibility." Health and scholastic records of the past seven years give no support to such argument.

If, however, there should arise a case of the two proving too arduous for the boy, he is required to give up the team. He cannot substitute team participation for physical education.

True, if the so-called physical education program is the "Here's-a-ball-Johnny-go-out-and-play" type, there is no need for the athlete taking part in it; nor is there occasion for any boy participating in such educational absurdity.

Sequoia conducts a complete intramural program. Its inter-school teams have and are placing high in league competition. There is no conflict; there need be none. In 1929-30, 91% of the boys engaged in some form of athletic activity in addition to regular class work. In 1930-31, 87% were so engaged; 1931-32 found 89% participating.

This intramural program cares for individual sport activities as well as group competition.

Champion squads of various physical education classes in the Red, White and Blue divisions (elementary, intermediate and advanced groups) meet after school

in finals to determine the school championships in touch football, volley ball, basketball and baseball.

In all classes individual competition is held in eighteen events—forward pass for distance, punt, drop-kick, forward pass for accuracy, basketball foul throw, basketball throw for distance, baseball throw, base circling, 100-yard dash, running broad jump, shot-put, running hop-step-jump, standing broad jump, pull up, traveling rings, rope climb, push up and 25-yard swim.

The twenty boys achieving the best records in class competition in each event meet regularly in after-school-finals contesting for school records which are kept public through a Shield System highly interesting to students and alumni alike.

The decathlon—ten monthly events with all boys competing and receiving recognition in their respective divisions—links with the Shield System.

DURING the winter months, the Cherokee Basketball League, comprising teams representing various clubs and groups within the schools, completes its schedule. Last season twenty-two teams participated.

The interclass program, conducted seasonally, comprises football, basketball, baseball, track, volley ball, swimming, handball, water polo, horseshoes, tennis, and golf.

Boxing, wrestling, tumbling and apparatus work contribute their share to the total.

All this time, interscholastic contests in all sports and in all weight divisions go along regularly and smoothly. The complete program is guided by the Student Board of Athletic Control, which meets weekly, programs events, controls finances, appoints managers, grants awards, and handles all matters pertaining to athletics.

Comes then the question—why, with such a balanced intramural program is there need for interscholastic competition?

The answer is elementary—it is found in the educational fundamental that every boy be given opportunity to participate to the full-



ness of his ability. A well-rounded program of physical education cares for the physically-handicapped boy, enabling him to participate in games and sports suited for and limited to his ability. Such program likewise takes care of the physically-superior boy, permitting him to abundantly realize his abilities.

Each boy—each group—has the right to live and play and realize to the fullest the zest and zeal of youth.

AN alleged educational scheme which presents only a standard based on the needs of the average boy cannot justify itself. Differences are inherent to all youngsters, and parents have the right to demand that the school program be so framed as to fit the needs of the student, rather than the boy being moulded to fit into a particular standardized niche.

Why not permit the boy who is physically, mentally and emotionally capable of extra effort, to compete with youngsters of other communities? Why not lift his horizon and grant him trips and the opportunity of seeing beyond the borders of his own locality?

Real Life Experiences

A member of a Sequoia baseball team had his first sight of and ride on a ferry-boat when his group made a northern trip. The redwoods of California were book-tales to many of our youngsters, the State Capitol a photograph, the Sierras and San Joaquin imaginative heights and distant waters, until athletic outings took them from the pages and framed them into reality. Lobbies of hotels were strange and alien places; good restaurants unfamiliar points open only to the fortune-favored.

Details—indeed! Have not our schools as their avowed aim and purpose the preparation of youngsters for upright citizenship and useful adult life? How better to prepare these youths than to permit them to see, to hear and to experience that which is new, under proper care and guidance? For in addition to the gains to be had from the sport itself—and they are legion—the opportunity given the boy, through his activities, to see beyond his little local horizon is education of high degree.

SCHOOL men should not criticize the institution of interscholastic athletics in order to smoke-screen deficiencies in the conduct of games. There is nothing at fault with interschool athletics as an institution. If there be a flaw, it lies in the conduct and control of the game; and if such fault exists the issue should

be met squarely, discussed openly, definitely, frankly, and an honest and unfrightened effort made to correct that which may be wrong.

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Over-crowded Classrooms

ELIZABETH A. BURCHAM of Glendale, who graduated from Teachers College, U. C. L. A., with highest honors and who received her master's degree in education from U. S. C., has written an interesting paper on the present crisis in education, which is too long for publication at this time.

She declares that "overworked, underpaid teachers cannot meet the responsibilities placed upon them in the most significant phase of educational activity—direct classroom teaching." Surely further scientific job analyses should be made before further cuts are forced in this direction, to determine whether or not such drastic curtailment is really economical.

* * *

Oakland Teachers Association has initiated a **Theater for Children**, which recently presented *Alice in Wonderland*.

No commercial factors enter into these performances. They are (1) given free to children in various school centers; (2) presented by players volunteering from among the principals, supervisors, teachers, and school students; (3) managed by officers and special committees of the Association, and the administrative officers of the Oakland Public Schools; (4) given upon school property; (5) lighting, costumes, music, and dancing are all gifts of the actors, musicians and artists, participating with child-audiences in the experience of beautiful, happy, and educationally effective make-believe.

Mrs. Della Van De Mark is chairman of the large committee in charge of this activity.

Doris E. McEntyre, supervisor of English and Dramatic Art, is general director of the productions.

* * *

The Road to Latin. By Helen M. Chesnutt, Central high school; Martha Whittier Olivenbaum, Glenville high school; and Nellie Price Rosebaugh, Glenville high school, Cleveland. Edited by E. B. de Cauze, director of foreign languages, Cleveland; 566 pages; 256 illustrations; published by John C. Winston Company, Philadelphia; list price, \$1.40.

This attractive new text for beginners was developed experimentally in a number of high schools and junior high schools in the city of Cleveland, which is well-known for its progressive and effective work in languages.

It offers a golden mean between the old and formal method of teaching grammar, and the newly-developed but apparently haphazard method of teaching reading.



Publishers Granted Injunction Against College Tutoring Bureau

IN the suits brought by Houghton Mifflin Company, The Macmillan Company, Ginn and Company and Harper & Brothers against Joseph H. Hurvitz and Abraham Segel doing business under the name of The College Tutoring Bureau in Cambridge, Massachusetts, Judge Brewster of the Federal District Court at Boston has granted preliminary injunctions restraining the defendants during the pendency of the suits from publishing, copying, selling, or exposing for sale any copies, versions, or abridgments of the copyrighted books mentioned in the suits as published by the several plaintiffs.

At the hearing on the preliminary injunctions it appeared that The College Tutoring Bureau prepared mimeographed abridged versions of books used in college courses and offers them for sale to students and others.

The publishers claim that these abridgments infringe their copyrights and interfere with the sale of the books themselves.

The Dean of Harvard College stated in an affidavit introduced at the hearing that such abridgments are being used to an extent which has become a matter of great concern to the college authorities, who disapprove their use by students.

Prior to the hearing on the preliminary injunctions the marshal pursuant to an earlier order of the court had seized some 800 of these abridgments at the office of The College Tutoring Bureau. It is expected that hearings on the question of permanent injunctions and for an accounting of profits and damages will be held in the near future.

The suits brought by the four publishers against The College Tutoring Bureau represent definite action on a subject which has recently become a matter of increasing concern to publishers. Several months ago the Executive Secretary of the National Association of Book Publishers issued a statement intended to clarify the purpose and benefits of the copyright laws. It read in part:

"In the past two years there has been a startling increase in the use of literary property without the permission of the author or the copyright owner.

"The federal copyright laws give to the author (or publisher, if he is the copyright owner) 'the exclusive right to print, reprint, publish, copy and vend the copyrighted work, and to make any other version thereof.' Copying without specific permission from the copyright proprietor is con-

trary to the law, and the person who uses book material without authorization is liable for prosecution.

"Often teachers who duplicate material for distribution to students are thoughtless of the rights of the matter but in so doing they are violating the law and doing grave wrong to authors and publishers. Copyright control is granted authors not for the sole purpose of selfish aggrandizement, but to encourage research, authorship and publishing initiative and investment.

"New books could not be brought out if they were not accorded copyright protection, and all civilized countries recognize this and safeguard literary property."

The College Tutoring Bureau had on its lists more than 200 outlines of books which had been issued, many of which are copyrighted by a score or more of publishers, including the four houses mentioned above which had filed separate bills of complaint against the offending bureau.

* * *

Los Molinos High School, Tehama County, was recently badly damaged in a spectacular fire. A frame building housing vocational rooms was gutted. The main building was erected 18 years ago. The school, a part of Corning Joint Union high school district, enrolls 125 students. E. O. Talbott is principal.

* * *

Going Back to Ox Carts

PROFESSOR WILLIAM M. PROCTOR of Stanford University School of Education, in a recent radio address on "Frills and Furbelows in Education," declares that the basic objectives of education are health, mental and social efficiency, vocational and avocational efficiency, and ethical and spiritual efficiency.



These objectives should be constantly kept in view when attempts are made to make raids on the all-around training of our youth for the complicated duties of life.

There is no use trying to make the educational garments of 1800 fit the social needs of 1933. Just as well ask us to go back to the pony express and the ox cart as to re-

duce educational offerings again to the three R's.

Economy is going to be necessary and cuts must be made in educational offerings as well as educational budgets, but these cuts should be made by educators and not by politicians.

Whether a given subject is a frill or a furbelow depends upon who is doing the trimming, and why he wants to apply the shears.

A Flag Burning

MRS. IRMA EVELYN HAYS
Teacher, Hamilton School
Pomona

IF you ever doubt your patriotic zeal, happen along by a public school at flag-raising time in the morning. Watch the children as they stand at attention, with hands on hearts in childish salute. Then pledge with them your allegiance to the flag of the United States of America.

One cool, foggy morning I stood, a silent witness to this ceremony, then followed the children as they marched through the building, out to a great hollow square which had been chalked off on the play-grounds. An old flag was burned with fitting solemnity.

It was laid in reverence on a small funeral pyre. At a signal from a Boy Scout official the fire was lighted. With awed voices 300 children repeated in perfect unison their pledge, this time to the tattered old flag as the flames rose.

"Why we burn heem?" cried one little brown American. "Because," said the teacher, "fire is pure and clean. The flag must be kept always pure and clean in our memories."

Thrilled with patriotic emotion, we silently watched the fire die and the children march back to their work in the school-rooms.

* * *

Bird Study Material

NATIONAL Association of Audubon Societies announces that through the generosity of its friends it is again enabled to furnish colored bird pictures and leaflets to teachers and scout leaders, pupils and scouts.

Helen S. Pratt, Junior Field Agent for California, is supplying the material for the Pacific Coast States. All the leader needs to do is to explain this bird-study plan to the group, collect their 10 cent fees, and send them to Miss Pratt, 2451 Ridge View Avenue, Eagle Rock, and the material will be forwarded immediately.

If preferred, the circular of explanation, together with sample leaflet, will be sent upon request. The Audubon bird pictures are 5½ by 8½ inches, all in natural colors.

Each pupil or scout receives six of the folders with pictures, and a pretty bird button, for the 10 cent fee. There is a choice of 18 birds; you may select local birds if you wish.



Commodore Sloat raises the Stars and Stripes at Monterey, July 7, 1846.

"The Dramatic Personality of Jesus" by Dunlap and Gill is a striking interpretation by an experimental psychologist of international reputation.

His subject is approached with reverence and dignity but with complete freedom from sentimentality.

It is published by Williams and Wilkins Company, Baltimore; 200 pages; price \$2.00.

* * *

A Teacher Dreams

MARY BECK HAMFSON, Hanford

FOR God and His beloved
The errant knight of old
Went valiantly to battle
In ancient lays we're told.

Oh, would I were a sculptor!
A monument I'd raise
For God and my beloved
To their eternal praise;

And if I were a painter
I'd spread all Paradise
Upon my fairest canvas
To charm my loved one's eyes.

Or oh! to be a harpist!
I'd play sweet melodies,
For God and my beloved,
On all the seven seas.

But I am just a shepherd:
I tend my flock all day
Along the dusty wayside
And sing my simple lay;

Yet when my life is ended
I've done the best I could:
May God and my beloved
In heaven find it good.

Emma Marwedel Service

COMMEMORATING the 115th anniversary of the birth, and 40 years after the death, of one of California's most ardent and faithful educators, Emma Marwedel, an inspiring ceremony was held recently at Mountain View Memorial Park, Oakland. A beautiful bronze tablet, just completed, was unveiled and placed on the monument by the California Kindergarten-Primary Association and Delta Phi Upsilon fraternity.

Floral tokens were received from the local section of the State Kindergarten-Primary Asso-



Emma Marwedel

ciation, local, alumni and national chapters of Delta Phi Upsilon honorary Kindergarten-Primary fraternity and Phi Delta Kappa fraternity.

The speakers at this service were Gustav Heuser, German consul-general of San Francisco; Katherine McLaughlin of the University of California at Los Angeles; and Fletcher Harper Swift of the department of education of the University of California.

...

Institute of International Relations

MID-WEST Institute of International Relations will be held at Northwestern University, Evanston, Illinois, June 19-30.

It is arranged by the American Friends Service Committee, 20 S. Twelfth Street, Philadelphia. E. Raymond Wilson, field secretary of the Peace Section of that committee, is dean of the Institute.

The entire cost of the Institute for the full 12 days for room, board and tuition will be only \$15. It will be possible to stay in the dormitories for attendance at the World's Fair and National Education Association Convention for only \$1 per night after the close of the Institute's session, if enrollments are made for Institute now.

Basic Readings on Social Institutions

COMMITTEE on Materials of Instruction of the American Council on Education issued in February three new numbers in the series of brochures which it is publishing under the general title "Achievements of Civilization."

The new brochures deal with the calendar, time-telling throughout the ages, and the development of custom into law as illustrated by rules and regulations governing traffic.

The brochures can be used in the upper grades of the elementary school and in the high school as parts of the course in English or as readings supplementary to courses in history, mathematics, civics, and science.

It is not the purpose of the committee which prepared the brochures to promote the organization of a new course in civics. It is clearly stated in the announcement in each brochure that the purpose is to show that every phase of school work is included in the curriculum as a means of making pupils acquainted with their social inheritance.

The prices of the three brochures are as follows: "The Story of Our Calendar," 10 cents; "Telling Time Throughout the Centuries," 20 cents; and "Rules of the Road," 10 cents. The address of the Committee is 5835 Kimbark Avenue, Chicago.

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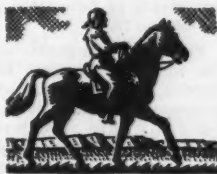
California Drama Teachers Association, of which Anne Norwood of Monterey High School is president, has issued its spring quarterly of Theater and School. This issue is devoted to puppets and puppet-plays and is of great practical service to all teachers interested in this field.

...

Pan-American Day

PUBLIC exercises in commemoration of Pan-American Day were held in the rotunda of the San Francisco city hall under the auspices of the local chapter of the Pan-American Society.

A year ago the chapter placed in the hands of Mayor Rossi a medal of the society to be awarded to that member of a Pan-American high school club who had done the most during the year for Pan-Americanism.



Guests at the luncheon were boys and girls representing their high school Pan-American Clubs who had been prominent in the work during the year.

The winner of the medal was chosen according to a system of points which was devised by the club members themselves. Points were earned by service in and for the clubs, such as attendance, acting as officers, getting up programs, securing members, etc.

The greatest number of points gained by any individual was 240. This person was Miss Dorothy Scheper of Balboa High School, to whom the medal was awarded.

The School Dentist

A Valuable Public Servant



Five Kindergarten Volumes

OVER a half-century ago, on September 1, 1878, the first Free Kindergarten of the Pacific Coast was born at 64 Silver Street, San Francisco. Only 55 years and yet the date has now become so much a matter of ancient history that inquiries are frequently made on the subject and letters are addressed to Heads of Departments of Education asking for corroboration of the facts.

The early pamphlets on the kindergarten written by Kate Douglas Wiggin, who may be regarded as the pioneer of the Free Kindergarten movement of the West, are in great request, and especially her booklets, "Free Kindergarten Work of the Pacific Coast," "First Report of the Silver Street Kindergarten," "Art and Mission of the Kindergarten," "Relation of the Kindergarten to the Public Schools," and "Relation of the Kindergarten to Social Reform."

Complete sets of these pamphlets and others by her sister and successor, Nora Archibald Smith, were kept on file in the library of the Silver Street building, until it was destroyed in the fire of 1906.

Mrs. Wiggin and Miss Smith, however, who had at that date retired from active kindergarten work, had carried with them to their country home in Maine, a complete set of these papers. Handsomely bound in five large volumes, these have been presented recently by Miss Smith to the University of California School of Education.

In Memoriam

Thomas Jefferson Roesman, son of a pioneer family which settled in San Francisco immediately after the Civil War. He graduated from San Jose State Teachers College and Stanford University.

Among other school positions he was vice-principal of the old John Swett Grammar School, instructor in San Jose State Teachers College, College of the Pacific, and for 16 years instructor at the U. C. Agricultural School at Davis. He was widely known throughout Northern California.

Dr. Percy E. Rowell attended the Boston Latin and English High Schools and graduated from the University of California with B. S. and M. S., later receiving his Doctor of Education degree.

For several years he was on the faculty of Technical High School, Oakland, but later went to Roosevelt and Castlemont High Schools there.

In addition to teaching Dr. Rowell was the author of numerous books and articles on science and pedagogy.

Two Valuable New Series

THE American Book Company has recently issued **Arithmetic Workbooks** (with diagnostic tests and remedial exercises) for grades I and II, by Clifford Upton, Professor of Mathematics, Teachers College, Columbia University.

The pages are so attractive, so varied and so interesting that pupils can look forward to their arithmetic with the same joy and eagerness with which they enter into other school activities. The educational philosophy underlying this series, the technic and the attractive typography are all thoroughly modern.

The same company has recently brought out four **English Practice Books**, for grades IV to VI, by Fenner and Madden.

The work embraces a variety of materials and activities which are presented in an informal and interesting manner. Through them the pupils are taught many valuable facts about the language and at the same time are provided with worth-while things to do.

Beginning with a lesson on learning the alphabet, the exercises present a series of well-spaced page units devoted to fundamentals in the matter of words, sentences, and punctuation, with many useful bits of information that everyone should have. Incidentally, the qualities that go to make the child's character receive more than passing attention.

Beating the Depression

EVELYN BACIGALUPI CAMINETTI, *Jackson*

THERE is no depression at the Jackson Grammar School. In fact, it is bigger and better than ever. Where 300 children once played in a Sahara-like playground, they are now enjoying their games in the shade of trees.

The eighth grade manual training class are hard at work learning the cement business and incidentally learning how to beautify the school grounds.

The work of making a 110-foot retaining wall, filling in behind it, and planting trees and flowers on it, is all done by the boys without expense to the school district.

The Jackson Womans Club and other friends of the school have furnished everything necessary for this construction work and planting except the labor.



The American Council on Education (744 Jackson Place, Washington, D. C.) has published a 16-page digest of the recent Citizens Conference on the *Crisis in Education*. A fuller report will be ready for distribution soon.

Copies may be secured for 25 cents each from the American Council of Education.

Merry Spring

JAUDEEN ANTHONY, *Sixth Grade Pupil*
Little Lake Elementary School, Norwalk

Contributed by Mrs. Helen H. Williams, Teacher

WHEN spring comes and winter is passed,
The dew on the flowers sparkles like glass,
The flowers in March, April, May, and June,
Will never come a bit too soon.

And at spring time animals reappear,
Birds, bees and trees know spring is near,
Even as I write this poem today,
The ground-hog comes out to play.

Mr. Grasshopper comes hopping along the road,
Singing when he meets Mr. Toad.

Mr. Robin chirps a good morning to you,
Mr. Owl blinks his eyes and says, "Who-o".

Birds are singing as sweetly as can be,
In the top of the old pine tree.
And because the last days of spring are near,
"Oh hurry spring and come back next year."

Modern English Texts

GINN and Company have recently brought out several English texts and helps that are particularly worthy of note.

Tanner's *Correct English* Introductory Course, is a new revision of his widely-used "Correct English, First Course." The new volume correlates perfectly with "Correct English, Second Course," to form a closely knit two-book series in grammar and composition. The volume of 575 pages includes a wealth of exercises; simplified grammar; an excellent testing program and new illustrative material. \$1.24.

Modern Business English by Davis, Lingham and Stone (780 pages, illustrated) emphasizes the application of the principles of correct English in business writing. All important types of business writing are treated. The final chapter supplies tests and examinations of a comprehensive type. \$1.32.

A Lower Extension of the *Inglis Tests of English Vocabulary*, with Norms for Grades 6, 7, 8, 9, and 10, by Downing and Thomas, is issued in two forms, X and Y. Price 60c each. It is copyright by Harvard College and published by Ginn and Company, who previously published forms A, B, and C.

Association of Colleges and Universities of the Pacific Southwest recently held its 12th annual meeting in Pasadena.

Officers for 1933-34 are: president, Remsen D. Bird, Occidental College; vice-president, Max Farrand, Huntington Library; vice-president, Frank C. Touton, U. S. C.; secretary-treasurer, Charles T. Fitts, Pomona College.

Activity Catalog

FRED W. ORTH, *Principal*
Coronel School, Los Angeles

IN response to a demand on the part of teachers, supervisors, and curriculum makers for listings of published activities and units of work which were used in the development of the newer curricula, the "Catalog-Units of Work, Activities, Projects, etc., to 1932" has been compiled under the supervision of Dr. Junius L. Meriam and is now available'. More than 7000 activities, projects, and themes have been listed, grouped and annotated and made available for wider use. The authors have successfully brought together a bibliography of the major share of these materials and have classified them for ready reference.

The catalog is organized in three divisions. The first section comprises the bibliography of units of work, activities, and themes. The titles, arranged alphabetically, represent those found in professional books, courses of study, pamphlets, and periodicals, principally from January 1, 1925, to December 31, 1931. Wherever possible, the grade is indicated for which the activity or unit of work was intended. The authors point out, however, that there is a wide range of grade placement for most of the topics listed. The listings in this section are intended to be strictly factual or descriptive.

Section two contains annotations of all the source materials in which are found the articles on units of work, activities, themes, etc., given



Here are children happy in their activity

in the first section. These source materials are books, courses of study, pamphlets, and periodicals. In annotating these source materials, the authors have attempted to give the reader some idea of their content and organization. As it was

1. Meriam, J. L., Hanna, Paul R., and Carey, A. E., *Catalog-Units of Work, Activities, Projects, etc., to 1932*, New York, Teachers College, Columbia University, 1932.

not the purpose of the authors to evaluate these annotations, they were restricted to descriptions only.

Section three represents the index which enables the reader to find quickly and easily any activity or theme which is desired.

The reader should keep in mind that this catalog is a list of findings and though the authors have their own views, personal opinion relative to their evaluation has been ruled out. Until such time that these activities and themes are so defined as to command a general acceptance by students of education, their evaluation and criticism is left to other publications.

A Wealth of Source Material

This catalog should offer a wealth of source material for the development of a variety of activities in all grades, giving teachers encouragement in seeing the great range of activities offered for the elementary schools and for individual grades.

Teachers actually engaged in teaching according to the newer accepted methods will through this publication be given greater conviction in their own security. It should serve supervisors and administrators as a guide in enabling them better to aid teachers to select and plan the development of their units of work.

Curriculum workers should be stimulated by this contribution to prosecute the numerous research investigations and "innovating practices" which it unveils. As a foundational study in the new curriculum, it should offer to all students of education a challenge which should lead to the reconstruction of fundamental values so necessary to the success of any sound educational program.

* * *

"Children's Science Fair of the American Institute" is an fascinating illustrated account of a project in science education, by Dr. Morris Meister of New York Teacher Training College.

The fair was held in co-operation with School Nature League and American Museum of Natural History.

The bulletin of 48 pages may be obtained from L. W. Hutchins, director of the institute, New York City; price 25 cents.

* * *

Caroline Swope's summer sessions for teachers are held this summer as follows,—*Santa Cruz* session, June 26 to July 14; *Long Beach* session, July 24 to August 11. This reverses the custom of previous years, as heretofore the Long Beach session has been held first.

Miss Swope issues an attractive bulletin giving detailed information concerning the courses. Her address is 837 Linden Avenue, Long Beach.

The New Physical Education

F. J. HIGHFILL

University High School, West Los Angeles

IF it is permissible for a teacher of the social sciences to express an opinion in regard to the values in a different department I shall be pleased to speak a word in favor of physical education.

In this time of economic shake-up in the field of education it would be well for us to extend our thinking well into the future. What are the values that will carry beyond high school graduation and extend on through one's life work? What are the needs of society immediately in the future? What is being taught today that will still be bearing fruit a generation from now?

Already we are familiar with many of the values obtained in physical education in the past such as better posture, wholesome living, physical adjustments, better health, and stronger bodies. But today I want to call your attention to another great need and value just ahead. We are aware of the fact that the hours of employment per day are decreasing and that the hours of leisure time are proportionally increasing.

The Devil's Workshop

The old adage that "an idle mind is the devil's workshop" is just as true now as it was 30 years ago. The question is who will be responsible for teaching our boys and girls today to make worthy use of leisure time tomorrow? Surely a good portion of that responsibility falls upon the teachers of physical education.

Perhaps it will be true that many of our major sports will in the future become minor sports,

and the minors will become majors,—but the fact remains that we now have a greater need for good physical education teachers than ever before.

Indispensable Teachers

The teacher who teaches our children games and types of recreation and outdoor sports that will provide for the best and most wholesome use of leisure time in the future is not only valuable but is indispensable. If there must be economy measures they must surely be directed in such a way that no work that develops better citizenship will be curtailed. The prevention of crime is much less expensive in the long run than is the cure,—or the attempt to control it.

The man or woman who is busily engaged in such healthful and wholesome recreations as tennis, golf, volley ball, hiking, horseback riding, swimming, etc., is usually not very expensive to the state so far as policemen, court trials, and prisons are concerned.

THE new physical education will demand such skill, training and interest in the sports listed above that the teachers who are not willing to qualify themselves in these "lifetime recreations" will be forced out to new pastures for a livelihood.

But one of the most splendid opportunities in the future lies in the development of a very valuable, helpful, democratic physical education program—not at a great cost for the favored few, but rather inexpensive and for all. May the efforts and interests in the field of physical education be increased.



A superlatively fine combination of recreation and education,—auto-caravan of secondary students in organized expedition to Death Valley

The High School Boy Discovers a New Hobby

WILLARD GEER, *Science Instructor, Reedley Joint Union High School*

THE task of grinding out of a blank of glass a spherical curve, of polishing and of figuring that curve into a parabolic mirror for use in a reflecting telescope, has been thought by many to be too difficult for high school students to enjoy.

In January, 1932, the Reedley Joint Union High School physics class undertook the construction of a 6-inch reflector of the same type as the larger ones in use at the Carnegie Observatory on Mount Wilson. The task of grinding, polishing, and mounting the mirror was finished in time for the annual school exhibit in May, where hundreds of "open house" visitors saw through it such objects as the lunar craters in fine detail, as well as the belts on Jupiter and its attendant satellites.

Since that time the telescope has been used for general celestial observation and the boys have discovered for their own knowledge many nebulae, double stars, the planets, and other interesting phenomena. After their experience in the supervised construction of this group instrument, five boys started and finished telescopes of

their own and this year the number under construction has reached fourteen, the size of the mirrors varying from 3 inches fashioned from scraps of windshield glass to 8 inches from high-grade pyrex.

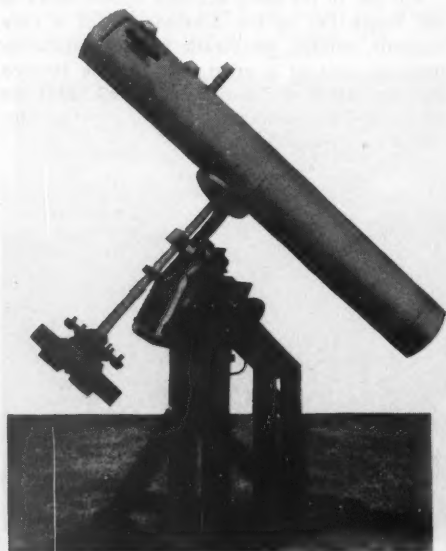
The unfortunate and untimely accidental death of one of the boys prevented the carrying out of the most ambitious of the projects, a 14-inch mirror, following his successful completion of a remarkably fine 8-inch instrument. It might be mentioned here that this last named telescope was set in concrete as a base mounting and has such refinements as hour and declination circles.

While the 6-inch telescope made by the class, and estimated conservatively by commercial catalogue list prices at \$750, cost the school less than \$10 completed and mounted, the freshmen in general science classes have made 3- and 4-inch telescopes, of a magnification of 20 to 30 power, at a cost of less than a dollar. These small instruments are useful for terrestrial observation, but for astronomical work a 6- or 8-inch is needed. Three 6-inch mirrors are now being completed by the boys who are especially interested in astronomy.

The chief advantage of these home-made telescopes, aside from the great satisfaction which the boys find in them as a hobby, lies in the fact that they can be made for such a reasonable expenditure and, if made with care and skill, the average 3-inch telescope that the high school boy makes will far exceed in light-gathering and magnifying power a purchased instrument costing up to \$15. This low cost places the hobby and the fun within the reach of every interested student.

A good 6-inch telescope such as a senior would make could not be duplicated commercially for several hundred dollars. The definition and resolving power depend entirely upon the care which the boy takes in bringing the polished mirror to the correct curve. In small mirrors this care is not so necessary.

IT should be explained that all the mirrors have been silvered by a commercial firm, as the cost is slight in comparison with the experience and skill needed for this part of the project. While it would be entirely possible for the boys to experiment to the point where they could do



Telescope made by high school boys



Grinding the lenses requires patience and accuracy

their own silvering it would seem to be too complicated a process to justify the time spent.

The total time required for the average boy to complete the construction of his instrument is generally three to six months, since the work must be done in time outside of school hours and the task is such a tiring and tedious one if done all at once that it is recommended to be done in a leisurely fashion, although the actual hours spent at the work are more nearly ten for the grinding, five for the polishing, and two for the figuring or perhaps ten, this last depending upon the luck encountered in keeping away from annoying and persisting humps and hollows on the final "figure."



The starry universe is opened by high school boys

The construction of the mounting is interesting in that each may use his own ingenuity and individuality to complete his instrument. Junk yards are searched and old cars are sacrificed enthusiastically in this last process.

Sufficient instruction and explanatory details to make these telescopes is furnished by the Scientific American Publishing Company in their book, "Amateur Telescope Making." There are also other books on the subject, books which may be discovered through the local library facilities.

AT Reedley the telescope club works together every noon hour grinding and polishing and testing. Patience and precision are the prime requisites for initiation into this group, but they feel that the rewards are satisfactory. Many have acquired a hobby which will last them through life, and which will lead them nightly out of their petty terrestrial problems into the vastness of a star-filled space, where they can watch with their own eyes the creation of universes.

"We cannot fear the night, who loved the stars so well."

* * *

Stanford University School of Education is conducting a Conference on Guidance and Personnel in high schools, junior colleges and higher institutions, July 5 to 15.

The conference is for administrators, principals, deans and those interested in problems of guidance. There will be general and group sessions. Dr. Grayson N. Kefauver is the new dean of the School of Education, succeeding Dr. Cubberley.

State Superintendent Kersey and President Ray Lyman Wilbur will be the speakers at the banquet July 15.

An interesting four-page leaflet giving details may be obtained by addressing the School of Education.

* * *

The Macmillan Company has brought out Book II of *High School English* by Candy, Opdycke and Gillum. It is based upon Good English, Book I, *The Mechanics of Composition* by Candy and Opdycke.

Book II comprises 650 pages with illustrations. Price \$1.28. The outstanding feature of this textbook is the point of view from which it is conceived—a tool for use in every-day life rather than merely another academic discussion of rules and principles.

The student is required to test the quality of his own work and to observe his own progress. This series takes very high rank among the current textbooks in high school English.

Activity in an Overcrowded Room

H. F. HEISNER, *Principal, Garfield School, Colton*

CAN the activity program be successfully worked out in an overcrowded room? Can any program be successfully worked out in an overcrowded room? The answer to both is probably no, but we have to do the best we can; and given two methods that can be only partially successful the sensible action seems to choose the better method.

The relative values of the formal and activity methods are discussed so much that we need only to recall them to mind.

In the first place we say we must adapt the work to the needs and abilities of the child. As a matter of fact do we go that far? We say, "The standards of our school must be preserved" which is a fine phrase, but really means nothing. In connection with this is the bogey of the "next teacher," or the "next school."

Certain facts seem to be demanded, and we are afraid that the activity program will not "get these across" as well as formal methods. Perhaps the most important difficulty is that we rather have a feeling that pupils should not like school too much.

The spirit of puritanism is still strong with us, and many of us, although we may have lost some of the finer puritan ideals, still feel that after all the things we don't like are the things that make men and women. If we are really sincere, though, in our educational creed we all subscribe to (for no voice is lifted against it) we will face these prejudices; and really make the school a place for children to learn.

In the second place we say the pupils must learn good social habits. It is evident that to merely know good social habits is not enough. We must provide situations in which these can be practiced. Unless there is actual inter-pupil contact there is very little opportunity to practice these habits. There is certainly little opportunity for pupil contact in the formal school.

Mental and Physical Health

In the third place we say that our most important consideration is the mental and physical health of the child. No one argues that the competitive methods of the formal school are conducive to these, and yet this spur is about the only one that will operate in the formal school because there is little or no interest in the subject matter.

EVEN when the superiority of the new type is granted, there is still the problem of how to initiate such a program in an overcrowded room.

If we can realize that the new methods are not really new, but the best of what many teachers in the past have been doing, it will help some. Another point of interest is that the activity teacher is conspicuous not so much by the actual things she gets the children to do, but rather by the attitude of the pupils towards school and school work.

If we could simply relieve teachers from the responsibility and worry of covering a definite amount of factual material we should then have gone a long way toward a more progressive program. Many teachers feel rushed, and a teacher who has this feeling will be unhappy in her work; and this spirit is bound to be reflected in the pupils.

Share Responsibility With Pupils

The first step for one who wishes to move slowly might be what we may term "socialization of the formal work" wherein a teacher allows the pupils to take some of the responsibilities that she alone has held in the past. The finest way for the teacher to begin this is to organize the room into some kind of a club or room organization.

Here the pupils have the opportunity of a great amount of social training in organizing, planning and conducting meetings, and it lays the basis for a great number of future activities. Soon after the class is organized it is only a step to the delegation of many of the tasks in the rooms, such as window monitors, flag salute leaders, etc.

Many teachers have already done this but they should continue to advance. The next step might result in a class newspaper. None of these ideas are new, and teachers can find abundant material on any phase of this. The organizations in the rooms may easily develop into a school organization which will continue to enlarge possibilities for social experience.

All of this is developing initiative and self-reliance on the part of the pupils and makes further steps easier. The next step probably is for the teacher to take the pupils into her con-



Activity should be purposeful and directed

fidence regarding the work. If by this time the teacher has gained as her ideal of the school, a place where the pupils learn to live together, and a place where they learn how to get facts the next steps will come almost as a matter of course.

She will want to present her social studies in large units, or in answer to certain definite problems that she and the pupils have worked out together. She will then teach the pupils how to find out the things they want to know. The teacher then becomes a real helper, not a taskmaster.

It is at this point that it is so essential that principals and superintendents realize their responsibility for the program. An adequate school library is almost essential, as are other supplies when the teacher needs them. There are ambitious teachers who get some kind of material in spite of an administration that has not yet seen the light, but it is hardly fair to expect it.

In the matter of the school library a few copies of a large variety of books is no more expensive than sets of books (one for each child) that we have always found necessary in the formal school. Other supplies may be an added expense, but it really is only a minor one in the long run.

The activities a teacher will carry on will probably be nothing more revolutionary, at the beginning, than a frieze or two, some clay models, wooden models, moving pictures, a scrap book compiled by the whole class (each pupil working on a different part), a play about what the class is doing, letters to their friends, exchange letters, some sewing, some weaving, oral and written reports, collections, exhibits, etc.

The teacher will probably make out a list of the possible things to do in connection with the study, and during some period of the day will allow the pupils to choose definite things to do.

If the teacher then works her other studies around her social science units she is well on the way to progressive teaching. Even with as many as 45 pupils a teacher could get this far.

This may not sound like activity to some, but it certainly would be an improvement over the type of work being carried on in hundreds of classrooms. If a teacher does get this far the future will take care of itself, for the idea will continue to grow as the pupils and teachers "work out their own salvation" together.

* * *

Course in Visual Aids

IN its summer session at Berkeley this year the University of California will offer for the first time a course in the proper use of visual aids in education. Instruction will be given by L. L. Standley, principal of Burbank Junior High School, Berkeley, lecturer on visual aids for the University Extension Division, and former director of the Department of Visual Education in the Berkeley Public Schools.

The class will meet five days a week, June 26 to August 4, two units of credit being given for the course. There will be no text book and a minimum amount of assigned reading, but each student will be expected to complete and submit a written report upon a project selected to fit his particular interest and need.

Lectures, with discussion, will cover the following topics: history and use of visual aids in teaching, the theory and psychology underlying the proper use of visual aids, a review of the literature, including reports on research studies, and a study of the types of objective aids. As each type is studied its use will be demonstrated, information being given concerning its cost, sources of supply, function, advantages, and limitations.

The types of visual aids to be studied are:

- (1) Excursions
 - a. Field
 - b. Laboratory
- (2) Exhibits
- (3) Models
- (4) Charts, graphs, and cartoons
- (5) Maps and globes
- (6) Prints (including use of opaque projector)
 - a. Textbook illustrations
 - b. Magazine and encyclopedia
 - c. Individual commercial prints, mounted and filed. (Also proper use of bulletin board)
- (7) Stereographs
- (8) Slides
 - a. Map slides
 - b. Song slides
 - c. Commercial pictorial slides
 - d. Home-made slides
- (9) Film slides
- (10) Motion pictures (including sound pictures)

High School and Hollywood

BRUNO LASKER, *Education Secretary, American Council
Institute of Pacific Relations, New York City*

IN a simple society, one of the chief functions of the school is to supplement the too meager resources of the child's immediate environment, and especially to give knowledge of the more important influences from without upon the familiar scene. The teaching of the social sciences still is for the most part a widening of horizons; but this function has changed in recent times.

Except in the most isolated communities, the school today must not only supplement but also correct the child's learning. The home is in daily contact with the wide world; without leaving the front porch, the child receives stimuli to his curiosity, and materials to satisfy it, concerning many things that are no immediate part or concern of home or neighborhood.

As his contacts in the community increase, he is subjected to influences from without, ever growing in variety and force. What the school tells him about other sections of his country, about distant peoples and races and their occupations and manners of living, is not news to him in the sense it was a generation or two ago. He already "knows all about that."

He has definite pictures in his mind when you mention the South Seas, coal mines, castles, deep-sea fishing, coolies, peasants, prisons, caravans, or tiger hunts. When you refer to Russians, Mexicans, Chinese, Frenchmen, Arabs, or Eskimos, he not only has a portrait ready in his mind for each racial type, but, associated with it, a concise catalogue of personality traits, habits, and customs.

You may say that at high-school age the child always has known something of countries and peoples, of occupations different from those to be observed in his home community, and of strange modes of living. It was the task of the school to give definite outlines to vague impressions, to interpret what the child already knew with reference to region and history, and thus to aid his understanding of relationships, of processes.

It is precisely in this task that a change has taken place. The child's impressions no longer are vague but, generally speaking, definite—

and often wrong. He has read more, seen more, heard more; but what he has read, seen, and heard has come to him largely through impure channels: cheap newspaper and magazine, the sentimental reading-book, the poster and window-advertisement, the railway and steamship folder, the popular song, radio entertainment, and—above all—the moving picture.

The social-science teacher no longer only supplements the community's resources of information; he is more and more forced to correct them.

Take the moving picture. The newspaper reader has become familiar with the outbursts of educators the world over against the American moving picture, on two grounds: first, and most frequent, that it introduces a strong cultural influence contrary and inferior to the influence which parents and teachers wish to exert upon the young; second, that it misrepresents nations, races, and classes to each other.

It is generally thought that the American moving picture is particularly nefarious in this respect, though as a matter of fact the output of films is very large also in Japan, in Germany, and in other countries.

The protest against American films is greater because they are more widely distributed and because they represent a cheaper standard of taste, taken in the large, than those of other countries. This last-named objection is, of course, raised just as vociferously in the United States as it is elsewhere.

In Italy, Premier Mussolini a few years ago summarily dismissed the entire Board of Censorship because it permitted American pictures to be shown that distorted Italian life—and scenery. (A fog was shown on the Italian coast—just think of that!)

In France, a constant stream of objections to American films led to partial exclusion.

In Spain, the products of one of the largest American film companies were barred for many weeks as offensive.

In Ireland, not only patriotic but religious (Catholic) feelings were outraged to the point of physical attack upon the exhibitors.

Jews in Europe as well as in the United States have carried on a long campaign against the showing of the "King of Kings" and other pictures as designed to perpetuate a racial prejudice.

In England, teachers and parents



have protested against the influence of the American talkie on the diction of children.

In Turkey, children under 15 have been forbidden to attend the movies, to "protect them from the demoralizing effects of American films."

Other countries have been less explicit in the reasons given for their measures of censorship and prohibition of child attendance at moving picture houses; but it is significant that in most countries from 85% to 90% of the films shown in commercial movie theaters are American.

A former governor of Uganda issued a warning that "nothing has done more to destroy the prestige of the white man among the colored races than these deplorable pictures."

In South America and Mexico defamation of Latin-American culture has repeatedly been charged—sometimes through violent demonstrations—against American movies. An eminent Uruguayan stated at a public function during Mr. Hoover's good will tour that the American motion pictures were one of the main obstacles to better understanding between the United States and South American countries.

A high commissioner for New Zealand, in an address in London, declared that 95% of the films shown in that dominion were American and "cheap, trashy, and harmful."

The most continuous stream of objections has come from the Far East. Acting upon official representations to the League of Nations Committee on Intellectual Co-operation, the International Institute of Cinematography in Rome recently sent a representative to China to study the situation. This was found to be complicated by two factors: first, that the Chinese government is not in a strong enough position to control the exhibition of moving pictures throughout its vast territory; and, second, that its right of censorship does not extend to the foreign settlements and concessions where the tension between patriotic Chinese nationalists and foreigners is strong.

The Chinese government has now taken the only effective step open to it, namely, the creation of a Central Commission on Educational and Instructional Films whose efforts to develop a Chinese film industry will eventually, it

hoped, somewhat offset the influence of imported films.

Of course, in the Oriental countries, even more than in those of Europe, the protest is not only against moving pictures that misrepresent and defame their own people but more generally against an influence that is seen as an impact upon the established and traditionally hallowed rules of conduct and of social life.

In China, in Japan, and in the Philippines, the American moving picture has done most harm, according to some observers, not by any outstanding faults which a rigorous censorship can correct, but more generally by over-romanticizing the American ways of life and thus giving young people a false and, because of American prestige, pernicious conception of western civilization and its motive springs.

Thus the conflict between the older and the younger generation, always pronounced in a time of rapid social change due to new foreign contacts, has been sharpened by the introduction of this element of unreality.

IN 1930, a group of prominent American residents in Japan addressed a communication to the Foreign Relations Committee of the American Senate demanding legislative action against the exportation of films that misrepresent American life. "Many," they wrote, "and probably the great majority, of the American films shown in Japan are to a very serious degree detrimental to the moral welfare of the youth of Japan."

An investigation conducted by the Japanese Ministry of Education, several years ago, had shown that a majority of 16,000 school children, individually questioned as to their favorite subjects in motion pictures, gave love affairs and hand-to-hand fighting as their favorite subjects. This preference, artificially created, is in striking contrast with the educational and home traditions of that country which avoid a premature acquaintance of the child with situations of emotional tension.



The character-building influences of the American Public Schools are diametrically opposed to much that is taught by the "movies"

In China, the main cause of dissatisfaction with the influence of American motion pictures is the national sensitiveness to insult that arises from that country's precarious political status. Offense is taken even more widely than in other countries to the slightest indication of lacking respect for Chinese character, customs, and habits.

For example, an American picture which to many people in this country seemed a wholesome antidote to the effect of other films on American attitudes toward China, in that it portrayed as one of its main characters a Chinese physician as a lovable personality, led to riots in Shanghai because of incidental Chinatown scenes that depicted the least commendable aspects of Chinese immigrant life in America.

The sensitive Chinese nationalist objects not only to outright misrepresentation of Chinese life in American pictures, of which there is all too much, but also to pictures that include scenes of the Chinese underworld, or scenes that show superstitious usages or might seem to throw ridicule upon ancient costumes and customs. The desire for a recognition of equality among the nations leads to the demand that the modern, progressive side of Chinese life be portrayed rather than aspects that are ancient and quaint.

The almost incredible lack of sensitiveness shown by American moving picture producers to the feelings of the Chinese was illustrated recently by an incident in New York's Chinatown. In connection with a series of educational films illustrating the activities of the New York Police Department, a national producing company staged a raid on an "opium den" by the Narcotic Division. A legitimate Chinese novelty shop was selected as the scene of action; some of the policemen were costumed in Chinese clothes to be led handcuffed to the wagon, while others carried out of the building the paraphernalia of an opium resort which, of course, they themselves had taken in. As soon as the neighborhood realized what was going on, a regular fusillade of vegetables and bottles from the surrounding windows, roofs, and fire-escapes fell upon the performance and made an untimely end to it. When the crowd had been dispersed

by emergency police, two Chinese residents but none of the performing party were taken to the police court and charged with disorderly conduct.

In the foreign protests over the American moving pictures, there may be seen, then, a new task for the American educator who is concerned with social attitudes. While he may not be directly interested in the influences of these films on foreign peoples or even on the reputation of his own country abroad, he cannot fail to take cognizance of the complaint from so many countries that American children are misinformed and grow up disposed to be prejudiced against other nations instead of being predisposed to world co-operation on a basis of mutual esteem.

When Italians protest against our pictorial misrepresentations of life in Italian cities, when Chinese grumble about the too frequent portrayal of Chinese as criminals, when Irishmen grow indignant over the movies' implied disrespect for the Catholic faith, and Japanese deplore our lack of sympathetic interest in their contributions to civilization, it is at least in part because they cannot by any efforts of their own undo or make up for what they consider a nefarious influence on American public opinion.

THERE are at least three ways in which American teachers who recognize this danger can help to avert it:

1. They can co-operate with other interested groups in bringing pressure to bear upon the moving picture industry to eliminate features recognized as definitely harmful to the creation of an open-minded and appreciative attitude toward foreign peoples and races.

2. They can to a much larger extent than heretofore accept the child's attendant learnings outside the classroom as material for the training of critical judgment. In this field pioneer work needs yet to be done. While out-



The public schools teach wholesome participating citizenship; the "movies" menace childhoods clean ideals

side reading and its influences have to some extent been integrated with classroom teaching, no generally accepted methodology has yet been developed by which what the child learns from moving pictures may be brought into an enlightening relationship with the procedures of the social-science class.

Children might be encouraged, for example, to compare their movie-created impressions of the Chinese or of the Mexicans with the objective statements of history and geography; or they might, through discussions of current events, be led to revise first impressions and judgments based on too partial and misleading a visual presentation in the light of fuller information.

3. Educational films, produced with the special aim of providing corrective visual education will, of course, be far more effective than are verbal discussions and explanations. Hence, a really adequate treatment of the problem would seem to require a considerable expansion of their use—and not only expansion but also a more definite integration of such visual teaching with the regular work of the classroom.

* * *

College of Pacific Summer Sessions

G. A. WERNER, Dean of the Summer Session, College of the Pacific, reports that their post session at Silver Lake (August 7-25) and the marine laboratory sessions at Dillon Beach (June 19-July 21; July 24-August 11) are new features in summer education for that institution. They are offered in response to wide demand and give promise of being interesting, helpful and pleasant.

Silver Lake in the high Sierras is in the heart of El Dorado National Forest about 100 miles from Stockton. It has an elevation of 7240 feet and is surrounded by peaks which reach an altitude of 10,000 feet.

Dillon Beach, on the coast of Marin County, is admirably situated for marine biological studies.

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Self-Expression Through Junior Red Cross

ETHEL C. MYERS, *Hollenbeck Junior High School, Los Angeles*

IN the hearts of children of the difficult, harum-scarum junior high school age burns, often quite unsuspected, the spark of altruism, a willingness to serve others less fortunate, a desire to understand and reach out friendly hands to all other children. The mission of the Junior Red Cross is to fan this spark into an eager flame, and to show children how, through organized effort, to make their generous impulses of practical value in the world.

The opportunities in Junior Red Cross work for self-expression, for the development of leadership and the ability to carry responsibility, and to work efficiently under chosen leaders, are many and varied. Robert, about to graduate, is installed, at a school assembly, in his office of Red Cross Council president. His short speech revealing a hitherto unsuspected real vein of eloquence, brings thunderous applause from pupils, and amazement to teachers.

The appeal of the Red Cross ideal of service has touched the hidden fire and given Robert his inspiration and opportunity. Other Red Cross offices bring to light unknown executive or administrative abilities. The chairman of the Handicraft Committee marshals her committee to work without aid from the teacher-sponsor, supervises its service activities pleasantly yet firmly, so that the pictures in the scrapbooks destined for small shut-ins are pasted neatly and artistically.

The president has long practice in presiding over a large body of inclined-to-be-noisy members, and in maintaining order tactfully yet decidedly. The cabinet learn through regular conferences the necessity for advance planning, and for careful apportionment of work to council members according to their respective abilities. One is continually astonished at the latent qualities of leadership which Red Cross work develops.

It also furnishes impressive lessons in the cumulative effect of small services rendered powerful by numbers. The Council, through the homerooms, makes collections from the school at large—a few nuts or small sacks of sugar, cocoa and raisins, to be made into candy by the cooking classes, for a candy sale; pictures and paper dolls for scrap-books;

Quaker Oats boxes for doll cradles; old clean clothes to be made, by careful piecing, into quite ingenious clothes for the County Hospital Clinic by a class of mentally handicapped girls, who are thus given valuable training in thrift, by the use of odds and ends to meet real needs; there is no end to the possibilities of school collections. The art classes make nut cups and menu cards for far-away veterans and sailors. Girls eagerly beg for dolls to dress for hospital Christmas trees.

The Red Cross makes easy and attractive a world friendship program in junior high school. School portfolios exchanged with foreign schools awaken keen interest and call forth, spontaneously, the best efforts at excellent work for the books. A bright English class writes a world friendship pageant. This, besides giving opportunity for creative expression, so saturates the class in world friendship literature and ideas that every member is ineffaceably stamped thereby.

This impression is passed on to the dramatic club which produces the pageant, and finally the school receives it at an assembly. Colorful costume programs at Council meetings, dramatizing life in other countries, debates and plays on world friendship themes, songs written by pupils to open each meeting with enthusiasm, at a most impressionable age, a strong predisposition toward friendly, co-operative relations with all peoples.

Services to sick school-mates and the filling of various school needs teach us not to neglect those around us. The Council collects stamps for Billy, a stamp enthusiastic who is in the hospital with a broken leg; or mounts travel pictures for the Social Science Department.

The number of pupils who bring in voluntary contributions which they hope may make some unfortunate happy, and the number who come asking for some service which they may perform, shows that an unselfish joy in serving

others is very close to the surface in many children, which may atrophy, frustrated, unless opportunity for expression and development is provided. The match that sets it alight, and the fuel to keep it burning are provided by the Junior Red Cross.



Yuba County schools, under direction of Mrs. Agnes Weber Mead, county superintendent, are issuing school papers. These papers are the results of education in the various subjects exemplified in a real undertaking. The children provide material neatly and carefully done with correctness in form and construction and organization. Spelling and writing is acceptable. There is a real motive in the mind of the one who wishes to present an article for publication.

The only handicap is the cost of financing the project, but the schools are finding ways and means through advertisements paid for through people of the community. Also parents are helping their children by paying a small subscription fee.

...

Professor Fletcher Harper Swift of the School of Education of the University of California at Berkeley, announces that the University of California Press has accepted for publication his report on The Financing of Public Educational Institutions in France.

This report, covering the financing of primary, secondary and higher institutions in France, will constitute the first of a series of studies growing out of the research carried on by Professor Swift during the year 1928-29 and made possible by a grant from the General Education Board.

Professor Swift will present similar studies of Czechoslovakia, Austria, Germany and England. These will constitute Volume 8 of University of California Publications in Education.



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N-14

Create Interest in Achievement

C. EDWARD PEDERSEN

Summerville Union High School, Tuolumne; Frank C. Coates, Principal

THE writer has employed a graph sheet method which has created an intense interest in individual achievement.

One is always interested in his own progress and his achievement as compared to that of his fellow-workers. He is anxious to stand as near as possible to the top and forever remain away from the bottom if he can help it. Classroom students are no exception to this universal rule and this being true, why should anyone attempt to belittle any rating sheet which is put on public display in the school rooms?

Clean sportsmanlike competition should prevail in mental achievement as well as in athletic endeavors. Athletic teams are taught to strive for honestly-earned high percentages and the morale of the members are affected profitably by such means. If such a condition is created among the members of physical prowess groups, everything should be done to intensify interest in reaching high goals in intellectual performances.

Low percentage ratings of intellectual and athletic achievements are far from desirable and when individuals or groups realize their plight everything will be done by normal beings to change the situation.

The above-mentioned graph is plotted out on

millimeter paper. The names of the students in a class are listed in the left margin (actually the bottom part of an 8½ by 11-inch sheet) in alphabetical order. Points or merits for work achieved are added to each person's score as he earns them. Each student's daily class standing is ever before the group. At the end of the report card period a certain percentage of the longest lines (scores) are given "A's," another percentage receives "B's," another "C's," etc.

Graphical representations of merits eliminates any possibilities of personal bias on the part of the teacher, dissatisfaction on the part of the students and acts as a good picture to show to parents who come to the teacher and require an explanation as to why their son or daughter received a poorer grade than the neighbors boy or girl. Such a scheme comforts the mind of any teacher, without a doubt.

The general maxim of good psychologists is that merits should be administered according to actual achievement and the use of demerits prohibited. The latter cause discontent and antagonism to spring forth and grow by leaps and bounds.

In the writer's classes points are given according to the values of certain factors as follows:

	Number of Merits
1. Charge of laboratory supply room.....	2 per period
2. Donations of newspaper or magazine articles similar to work considered by the class at the time.	1 per each set of contributions
3. Laboratory experiment write-ups	
a. On time—satisfactory	5 per each write-up
b. On time—passing	4 per each write-up
c. Late—satisfactory	3 per each write-up
d. Late—passing	2 per each write-up
4. Home work assignments.....	3-10 (according to value of paper and difficulty of assignments)
5. Oral reports	
a. Extremely good (without notes, good delivery, excellent preparation, satisfactory illustrations, graphs, etc.).....	10
b. Good	8
c. Fair	5
d. Passing	4
e. Poor	2
6. Recitations—for each question answered or contribution to procedure of the class.	1
7. Examinations and quizzes—according to number of points given in each examination and student's score.	

The above system has also been adopted by several other teachers in our high school and they likewise believe it to be very satisfactory.

As the students enter the classroom one can always observe many of them go to the achievement charts and observe the changes in the lengths of the lines. I believe a very desirable situation is created by such actions.

A Graph System That Works

This graph system measures intellectual achievement, improves punctuality, perfects recitation procedures, creates individual research activities, betters report make-ups, gives experience in the care and handling of laboratory supplies, eliminates bad judgment in the assignment of grades for report cards, etc.

It also enables the more quiet student to be put in a better light, because he can do many other things to earn points in other ways than by taking active part in oral procedures.

The student who is not able to make good in written procedures can have the chance to display his oral abilities. The all-around scholar has the possibility of demonstrating his real powers due to so many factors being directly considered.

Keeping such a graph up-to-the-minute requires extra time on the part of the teacher, but the disadvantages are more than balanced by the easing up of the teacher's troubled frame of mind and the saving of time when grades are required by the office.

* * *

The Flaming Arrow

VALERIE WATROUS, *Los Angeles*

NOT all "castles in Spain" are foolish dreams. H. Arden Edwards, teacher of stage design at Lincoln High School, Los Angeles, has made his special dream of four years ago actually come true.

Up at Piute Buttes, 22 miles east of Lancaster, stands a new public museum of Indian relics. Here also is an attractive outdoor setting for the annual production of a play written by the builder.

"The Flaming Arrow" is presented on Sunday, June 4, in the early twilight of the day. Portraying the life of ancient Antelope Valley Indians, it was offered for the first time a year ago, under the title of "The Medicine Maker." So well-attended was the performance that it was possible for the author to start the building of the museum. It is expected that unfinished parts

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may be completed following this second presentation.

Discovery of an old Indian camp, where pottery and knives were half buried in the ground, was the inspiration for the play, as well as for the building of the museum. Several years of research in the study of this early race, as well as a background of stage design, were the materials with which the author's dreams were made.

Nor was H. Arden Edwards content with the single success of last year. The cast has been enlarged to 100 players for the coming production and the play has been entirely rewritten.

Theora Brendell will again take the lead as "Nee-wa-ta," "The white flower." Silvio Lavatelli, who broadcasts over Station KFI, Los Angeles, is one of the master musicians of last year who will be a part of the company. A new character, "Maka," the crazy squaw, will be played by Lucille Toley of the University of Southern California.

Several talented students from Long Beach High School will be given prominent parts in the play. Among these are Antonio Caruso who has been cast as the medicine man, "Riding Thunder," and Arnold Stiss who will appear as the young warrior chief, "Morning Hawk." A new feature, "The dance of the turquoise woman," will be interpreted by Miss Marion Peters, a gifted artist, also a student from Long Beach High School.

Spectacular lighting effects are promised, which will require the attention of a small army of technicians. The entire proceeds of the performance will go toward improving the museum which already has received the sanction of the National Museum.

Signs at Lancaster will direct motorists to the site of Mr. Edwards home.

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Legislation: Progress

(Continued from Page 15)

S. B. 745 Jones: relates to school district elections.

S. B. 757 Jones: Director of Education is empowered to rent vacant space in any state teacher college for a student store.

S. B. 773 Hulse: provides for levying of county tax to pay cost of education of California students who attend school in a neighboring state.

S. B. 812 Parkman: allows easement over school property for laying sewers, conduits or water pipes.

S. B. 814 Jones: takes control of teacher college funds from Director of Finance and gives it to State Director of Education. It also provides that tuition fees may be charged by the colleges and that all money so collected shall be credited to the college in which it is collected.

S. B. 883 Bush: has to do with claims against the state school book fund.

S. B. 884 Bush: this act transfers \$33,000 from the Vocational Rehabilitation Fund to the general fund of the state.

S. B. 1048 Reindollar: "Emergency Holiday Bill." Signed by the Governor.

S. B. 1100 Sharkey: sets up a state text book fund.

S. B. 1118 Allan, Bush, Hays, et al: governs charging of fees for summer sessions.

S. B. 1167 Inman: holiday bill. Signed by the Governor.

...

FOLLOWING are the Assembly bills which have passed both houses and are now before the Governor, or have been signed.

A. B. 337 Craig: provides for charges for use of school auditorium.

A. B. 356 Greene: raises the age of admission to kindergartens from $4\frac{1}{2}$ to 5 years.

A. B. 401 Crist: relates to the computation of average daily attendance. Signed.

A. B. 506 Roland: relates to surplus funds of school districts.

A. B. 507 Roland: provides for the changes of boundaries of school districts.

A. B. 508 Roland: relates to contract for the erection, addition to or alteration of school buildings.

A. B. 606 Craig and Utt: confirms and validates boundaries of school districts. Signed by the Governor.

A. B. 615 Craig and Utt: validates the organization of school districts. Signed by the Governor.

A. B. 675 Cobb: This is the budget bill and provides amounts of money that shall be used for all state governmental agencies. The amounts fixed by the Ways and Means Committee of the Assembly were raised by the Senate. Signed.

A. B. 678 Miss Miller: This repeals the section requiring County Superintendents to set apart all

funds in a district for April, May and June salaries.

A. B. 699 Craig: This bill took from most of the state officers their attorneys, and provides that the Attorney General shall assign deputies to care for the work. The office of the State Superintendent of Schools was exempted. Mr. Kersey will be allowed an attorney as his legal advisor. Signed.

A. B. 723 Woolwine: governs registration of warrants.

A. B. 803 Clowdsley: This allows exchange of teachers with foreign countries.

A. B. 805 Miss Miller: Employers must notify school authorities within 5 days after minor leaves their employ.

A. B. 812 Mayo: Consent of county superintendent of schools must be secured by any pupil who desires to attend school other than in district of residence. Signed by the Governor.

A. B. 832 Craig and Utt: validates bonds of school districts issued during the past year. Signed by the Governor.

A. B. 838 Chatters: Boards shall have the right to pay 25c a day per pupil but not to exceed 75c in any family for transportation in lieu of regular bus service. This is a permissive measure. Signed by the Governor.

A. B. 912 Badham: This bill grants to boards of school trustees the right to grade, pave, sewer, or otherwise improve streets in front of school property or to construct pedestrian tunnels or lay water, or sewer pipes in the immediate proximity of a school building.

A. B. 931 Zion: fixes the use for which school bond monies can be used. Signed by the Governor.

A. B. 942 Wright: sets non-resident fee for out of state students at state teacher colleges.

A. B. 953 Dempster: A new act numbered 2806 and reads as follows:

"In case suit is brought against the members of the board of school trustees or board of education as individuals for any act or omission in the line of official duties as trustees or board members, or in case suit is brought against any employee of any school district for any act performed in the course of his employment, it shall be the duty of the district attorney of the county to defend the member of the board of school trustees or board of education, or the individual employee, upon the request of the governing board of the school district without fee or other charge."

A. B. 1075 Latham: sets up a uniform system of accounting and regulates change of budgeted funds.

A. B. 1079 Latham: sets up a cafeteria fund.

A. B. 1080 Latham: relates to a revolving fund for warehouse stock.

A. B. 1127 West: provides for placing markers upon historical structures and landmarks. Signed by Governor.

A. B. 1142 Meeker: provides that junior high school certificates authorize the holders thereof to teach in 7th, 8th and 9th grades.

(Please turn to Page 16)

The California School System is Sound

PAUL E. CRABB, *Principal, Healdsburg High School*

THE recent earthquake has demonstrated the fact that it takes a catastrophe to bring out the strength of a structure. Some of the most magnificent buildings were reduced to ruin during the brief duration of that shock. Only those structures that were built upon adequate foundations were able to withstand the strain.

In the same way the strength of many social institutions has been tested by the present economic catastrophe. These institutions are founded upon definite foundations or principles and the strength of the institution is determined entirely by these principles.

Education, society's most important institution, has been put through a most severe test by the legislature during the present financial disaster. Many proposals have been made that strike at the very foundations of the California school system. The first of these measures would relieve the state of its foremost duty, the education of its children. It was the plan of those sponsoring this measure to transfer the financial burden of the California schools from their shoulders.

A second proposal would eliminate our present democratic control of schools. The district boards are elected by the people to govern the schools and are in turn responsible to the people for their action. The passage of this proposal would have handicapped the schools by making it necessary for them to appear before political groups for their support. The fact that the savings made by the public schools in California the past year is greater than the combined savings of all other public expenditures demonstrates clearly that school officials are more capable of managing their affairs than are any other governmental agencies.

OTHER measures were introduced that would destroy the continuity of our educational program. Some would eliminate the kindergarten, others discontinue the opportunities for adult and continuation education, and still others would handicap the higher institutions. Education as now conceived is a continuous process beginning at the kindergarten and extending as far as interest and necessity demands.

A few bills affecting education have been signed but the principles upon which our schools are founded still remain. Education is still a state function, it is a continuous process and remains under democratic control. Public education has stood the storm. The California School System is sound.

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Legislation: Progress

(Continued from Page 54)

A. B. 1368 Alter: provides for use of emergency school funds.

A. B. 1469 Williamson: Payments for teachers salaries may be made during the first five days of the calendar month.

A. B. 1533 Roland: County superintendent of schools may at his discretion abolish "school supply revolving fund."

A. B. 1747 Bliss: gives state director of finance the right to sell properties belonging to the Santa Barbara State Teacher College.

A. B. 1804 Gilmore. This is an act relating to the selling, giving away, or exposing for sale of intoxicating liquors on property contiguous to the University of California or other properties owned by the state.

A. B. 1906 Powers and Meeker: provides that any rent for available space in teachers colleges used for stores shall be used for the support of the college in which such store is located.

A. B. 2342 Field. This is the "earthquake bill" and provides that all school buildings must be erected according to specifications of the State Board of Architects. Signed.

A. B. 2366 Evans. This bill was refused passage but was revived and amended and has been signed by the Governor. It provides that a teacher who teaches sedition or who actively engages in any activity which comes under the criminal syndicalism law shall immediately be subject to dismissal. Signed.

A. B. 2398 Greene. This bill will allow any district whose bonding capacity has been impaired by the recent earthquake to secure aid from the federal government through the Reconstruction Finance Corporation.

...

THE bills of particular interest which were amended or killed are, first, **A. B. 356 Greene.** This proposal as it passed the Assembly raised the age of admission to kindergartens from 4½ to 5 years. Amendments in the Senate allowed the discontinuance of any or all of the kindergartens within the district at the close of the school year and also allowed the boards to disregard petitions for establishment of kindergartens. The Assembly refused to concur in these amendments. Committees were appointed by the Assembly and Senate to discuss the matter. The Senate withdrew its amendments and the bill as it now stands simply raises the age of admission.

S. B. 945, which provided that intelligence, aptitude or other tests could not be given in the schools, was defeated in the closing hours. It was refused passage in committee but was given consideration upon petition. The petition for its consideration was signed by only 39 instead of the 41 Assemblymen as required by the rules of the lower house.

The various budget bills proposing to transfer the budget control from school boards to boards of supervisors, all of which originated in the

Senate, successfully passed that house but were killed in the Assembly.

A. B. 897, the consolidation bill, which was one of the most discussed measures before the Legislature, passed through the Committee but was refused passage by the Assembly.

Rural supervision is not changed in any respect. **S. B. 666** by Mr. Powers provides that any excessive balances in the fund shall be returned to the county unapportioned school fund after the salary or salaries of the rural supervisors have been paid.

...

WITH the exception of the kindergarten bill and the three bills covering superintendents conventions, high school principals conventions and teacher institutes, no other measures actively opposed by our Association passed both houses. These last three measures secured only three votes more than were necessary for their passage.

All of the cuts in state and county funds were refused passage. Attempted elimination of several divisions in the State Department of Education did not become effective. No changes are noted in retirement.

Adult and continuation education are practically unchanged, and in fact no measure which can be classed as seriously detrimental to public education passed through this session of the Legislature.

In closing the history of this portion of the legislative session, I wish to extend my heartiest appreciation to the thousands of teachers and friends of education throughout the state, who have so readily responded to appeals for cooperation.

Representatives from Los Angeles and San Francisco teacher groups were at Sacramento during the session and rendered most effective service. At special hearings representatives from other school systems willingly gave most valuable aid.

We are especially indebted to organizations such as the California Congress of Parents and Teachers, the American Legion, the League of Women Voters, Business and Professional Women's Club, and many others for their timely and indispensable assistance. Without the help which was given it would not have been possible to have prevented the enactment of a number of measures which might have adversely affected the interests of the boys and girls of California.

We are also indebted to the fine friends in the Legislature who supported our policies. We could name most of the members of the Assembly in this list. There were also, as has been stated above, members of the Senate who sup-

ported a sane education program and voted against measures which would have been harmful to the schools.

During the recess an intelligent study of tenure should be made in order that any proposals which may be suggested during the final week may be constructive and helpful both to the children and to their teachers.

* * *

Major Earl Dillon, manager and musical director of the Pacific Coast Band and Orchestra Camp, has issued an attractive, illustrated folder describing the remarkable 1933 program. This includes four weeks in camp in the high Sierras and four weeks at the Worlds Fair in Chicago.

Two six-weeks summer sessions were held in 1931-32. The training standard is very high. The Music Department of Fresno State College cooperates.

On the advisory council are such prominent educators as President Frank W. Thomas of Fresno State College and Clarence W. Edwards, Fresno County Superintendent of Schools. The project is endorsed by the California Congress of Parents and Teachers of which Mrs. William J. Hayes is president.

Any interested may address Major Dillon at Kerman.

* * *

Homogeneous Grouping in Los Angeles County Junior High Schools

PROFESSOR C. C. TRILLINGHAM, Supervisor of Practice Teaching in the University of Southern California, recently made an interesting study of homogeneous grouping in Los Angeles County junior high schools.

Limitations of space forbid the reproduction in full of his excellent paper, but the following excerpts will be of interest to junior high school teachers and administrators throughout California:

The general feeling was that much good results from homogeneous grouping educationally, but that careful administration is necessary to avoid the social complications.

In conclusion, homogeneous grouping, as it stands alone, is only a device; it is but a cold, mechanical instrument. Its effectiveness depends upon the extent to which the human element is injected into its application. It will not operate automatically and successfully alone. Intelligence must constantly guide its course.

A good homogeneous grouping program requires much bookkeeping. It must allow the constant adjustment of pupils. It requires much

diplomacy and tact, and expert knowledge and skill on the part of administrators and teachers. It requires differentiated work for the various groups, and a knowledge and willingness to teach accordingly by the teachers. Pupil maladjustments and class consciousness must be guarded against. At present the bases for pupil classification are often unscientific and unreliable.

The final responsibility for the successful administration of homogeneous grouping rests upon the administrator. He is responsible for its adoption, its continuation, or its abolition. He must know the results to be gained from its use, and he must learn the best methods of administering it. He must constantly watch for dangers and harmful results, frequently modifying the program as necessity demands. He must hold his teachers responsible for the tasks he has assigned them. He must encourage and sponsor advisable experimentation. His constant and careful supervision is necessary for securing maximum results.

Grouping Must Be Perfected

Although the results of this investigation indicate that homogeneous grouping has produced some worth while results in the junior high school, the evident difficulties and dangers which arise from its use are sufficient evidence to believe that in future years it must either be discarded, considerably modified, or perfected to a greater degree than it exists at present. It is hopeful and quite possible, in the meantime, that the practice of administering homogeneous grouping programs will more nearly approach, or even catch up with its apparent theoretical value.

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College of Pacific Stockton, California

Voluntary Reading Habits and School Success

CARROLL ATKINSON, *Principal, Fremont School, San Luis Obispo,*
in corroboration with the Fremont School faculty

FREMONT SCHOOL faces the same problem in its work that probably the majority of other schools are meeting. We have a large number of non-readers who are doing poor or failing work and whose very slowness tends to hold back the more capable pupils.

In order to be able to diagnose the case properly, to have definite facts so that our case may be well presented, and then to publicize these facts so that further co-operation between home and school may be secured, a very simple statistical study in the eight grades between the low third and the high sixth has been carried out during the present school term to determine what effect, if any, voluntary reading habits have upon general school success.

This investigation covered a period of ten weeks. Results are being sent home with report cards so that more parental co-operation may be secured where help is needed from the home by the school.

Procedure

1. All pupils in each class were roughly divided into three equal groups according to school success as attained in all subjects being taught. Group One included the pupils who are achieving the best educational results. Group Two included the pupils who are doing average work in each class. Group Three included those who are doing the poorest work. Each group was of equal size. Since the general abilities of

our classes vary, like individuals, and we have some groups that do exceptionally strong work as classes and other groups that do exceptionally poor work as classes, our division into three equal groups was arbitrary in some instances. Also, there is such a small shade of ability differences among many of the pupils that this division into three equal groups was necessarily subjective. Among the 237 children being studied, however, the amount of error in individual teacher judgment makes very little difference in the actual data developed from the study.

2. The number of books read by each pupil during the period of ten weeks was carefully checked. This included books read outside of regular class assignments either at home or during free periods in school time when regular work was completed. It excluded the regular readers, etc.

3. In each class the number of books read was totaled for the three groups, namely, the highest third, the middle third, and the lowest third as judged by the teachers in pupils regular school work.

4. Average number of books read by members of each of the three ability groups in all eight classes was secured by the simple arithmetical process of dividing the number of books read by the number of pupils in each group. Table number one shows the results.

Table No. 1	Group One			Group Two			Group Three		
	No. in Group	Total No. of Books Read by Group	Average No. of Books Read by Each Pupil	No. in Group	Total No. of Books Read by Each Pupil	Average No. of Books Read by Each Pupil	No. in Group	Total No. of Books Read by Group	Average No. of Books Read by Each Pupil
Grade									
Low Third	9	135	15.0	9	65	7.2	9	35	3.9
High Third	11	94	8.5	11	36	3.3	11	38	3.5
Low Fourth	8	65	8.1	8	34	4.2	8	11	1.4
High Fourth	11	45	4.1	11	24	2.2	11	10	.9
Low Fifth	10	94	9.4	10	84	8.4	10	28	2.8
High Fifth	11	78	7.1	11	70	6.4	11	25	2.3
Low Sixth	9	75	8.3	9	60	6.6	9	26	2.9
High Sixth	10	101	10.1	10	91	9.1	10	46	4.6
All Grades	79	687	8.8	79	464	5.9	79	210	2.5

5. A check-up of individual pupils in Group Three in all classes showed only three pupils of the seventy-nine (or 4%) who had read more books than the Group One average of their particular class. A further check-up of pupils in Group Two showed that twenty-one pupils of the seventy-nine (or 26%) who had read more books than the Group One average of their particular class. On the other hand, there were only eight pupils of Groups One in all classes who had read less than the average for Group Three, this being slightly in excess of 10% of the seventy-nine pupils.

Conclusions

1. Good elementary school work, in general, depends upon free voluntary reading on the part of the pupils;

2. In general, the more books a child reads, the easier the school work is for him;

3. There are a few cases where a child is a ravenous reader but lacks the power to assimilate what he has read. As Ernest Cobb says in his new book, *One Foot on the Ground*, "Not what is read, but what is digested, is of future service."

There were only 4% of the pupils in this investigation in the poor work or failing group who read more books than the average of Group One. These were the exceptions and not the rule, and individual attention is needed for each to discover the difficulty and apply remedial instruction accordingly;

4. There was not a large degree of difference between the average number of books read by pupils in the highest grouping as compared with those in the middle grouping (compare 8.8 average of Group One with 5.9 average of Group Two), but there was a very significant difference between the middle group and the lowest group (compare 5.9 average of Group One with 2.8 average of Group Two). Much of the difficulty of the lowest group may be accounted for by the fact that its members do not take enough pleasure in reading activity. This must be met by creating a pleasure-in-reading situation for these non-readers.

* * *

Vacation Hours in San Francisco Museums

ALL California teachers interested in making special use of the exhibitions at the California Palace of the Legion of Honor and the M. H. De Young Memorial Museum in San

Pan-Pacific Junior Pentathlon

NORTHERN California Finals of the Pan-Pacific Junior Pentathlon will be held at Edwards Oval, University of California, Saturday, June 3, at 1:30 p. m.

On this day District winners chosen from 12,000 school boys in Northern California will compete for the Pentathlon Championships.

This is the first annual Junior Pentathlon meet to be held in Northern California and a gala day is planned.

The Junior Pentathlon for Northern California is sponsored by the Oakland Tribune in conjunction with the leading newspapers in 12 Western States.

Francisco during vacation time are requested to get in touch with the Museum Educational Department at the M. H. De Young Museum, in Golden Gate Park.

ANCIENT ART—a series of three or four informal discussions of the art and civilization of ancient Egypt, Greece and Rome; of the past glory of the Mayan, Aztec and Inca civilizations; of the arts and crafts of China and Japan; and, if desired, a discussion of the furniture, sculpture and paintings of more modern times, from the Gothic period down to the present day.

PRINTS AND PAINTINGS—a group of talks on graphic art of different ages, illustrated by the current and permanent exhibitions at both museums, including the exhibition of paintings of the English Eighteenth Century school which will be on view at the Legion of Honor Palace during June and the showings of prints of the past five centuries from California collections at the De Young Museum.

COSTUMES AND TEXTILES—several discussions of the changing styles in women's costumes during the past six centuries as illustrated by an exhibition of dolls of various centuries and countries on view in the De Young Museum; and viewing of the splendid collection of textiles given to the De Young Museum by Mrs. Julia Brenner which includes brocades, velvets, prints, embroideries and other textiles from all over the world.

ARTS AND CRAFTS—three or four hours devoted to the consideration of Indian basketry and beadwork; the primitive crafts of the South Seas, Java and Bali; and the development of European and American glass, porcelain, pewter and silver.

MUSICAL INSTRUMENTS—talks on the development of musical instruments from primitive times to today, illustrated by the splendid examples in the collection at the De Young Museum.

Write your name and address and the subject in which you are interested on a slip of paper and mail it to the Educational Department, M. H. De Young Memorial Museum, and you will be notified of the details of the summer vacation program.

Anaheim Music Festival

WETHEL CAMPBELL, supervisor of music in Anaheim elementary schools, with the teachers and pupils recently presented a "State Flower Music Festival of the U. S. A." This elaborate, colorful and very successful performance was held in Anaheim union high school auditorium.

The idea of this festival was carried out very effectively by giving each school a certain number of states to represent in song and costume. The stage setting consisted of a lattice fence covered with flowers and ferns, with a throne for the May Queen at the center back of a stage set with outdoor properties. Some of the schools used crepe-paper hats to represent the flowers; others used character costumes.

Each school handled the work in their own way, using from 8-15 minutes of time. The entire program was given in exactly 1½ hour. No general rehearsal was necessary as each school practiced its section at the home school in music and glee-club time. One group was on the stage, the second group was behind scenes waiting, and the next group was at the stage door, so that no time was wasted between each group. Each school remained on the stage at the conclusion of its presentation to sing the Star Spangled Banner in the combined chorus.

The program had variety, originality and finish and the auditorium was filled with interested guests who were very pleased with the program.

We felt that we had executed a triple purpose, states Miss Campbell, in this program as it included,—a continuity written for the occasion about every state in the union which coupled it with both flowers and geography; it did not disrupt the school program with practices; it gave opportunity to have the Star Spangled Banner sung as a climax, preceded by a patriotic theme using characters as the Goddess of Liberty, Miss Columbia, Scouts, Francis Scott Key, etc.

AT the Fremont School a project carried on in conjunction with the study of orchestral instruments has greatly interested the students in the appreciation of orchestral work. The students were to make an instrument or give a history of an instrument. The result was very gratifying and the majority made instruments rather than reports.

The instruments varied from bamboo flutes and piccolos to cigar-box violins and, of course, ukuleles; metal, glass bottles or wooden xylophones, cow-horn bugles, cloth or rabbit-skin

drums, carved instruments from soap, linoleum violins, etc., most of them playable and many of them very tuneful. In making the flutes (and in fact in all of the instruments) they became more conscious of the way the instrument had to be made, to obtain correct scales and to the method of playing the various kinds.

We plan to judge them in three groupings—the most perfect from standpoint of its musical capabilities; the most artistic, the most unique. One boy has already appeared before the P. T. A. playing America on a cigar-box violin.

* * *

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HAVE you heard the birdie sing?
In our kindergarten?
He is singing songs of love
To a little mother.

In the cage they built a nest
With string and hair and paper,
Worked so busily each day,
The father and the mother.

See! she's sitting on the nest,
Why she does, I wonder;
Look! he's hopping up to see
Faithful little mother.

Now he feeds her little seeds
Then he feeds another;
Can you guess what's in the nest
With the little mother?

* * *

Mrs. Kate McCormack, age 73, recently retired as teacher in Nevada City Grammar School after 30 consecutive years of service there.

She graduated from the San Jose State Normal School in 1898. Her first teaching position was in a tiny school at You Bet far back in the mountains.

Her son is now county clerk of Nevada County.

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Ships of the French Line, the Hamburg Line, and possibly the Libera Line, will be turned into floating language schools on their "International Cruises" to Vancouver and the Pacific Northwest.

Groups of students in French, and outsiders desiring to take advantage of courses, will sail on French ships for the two weeks vacation cruises. While on board they will speak the language and live in the atmosphere and culture of France. A French professor from Stanford will give daily instructions. Proper completion of the work assigned will entitle students to University credits.

German students will use ships of the Hamburg American Line. If sufficient Italian students desire to make a similar cruise, a trip on an Italian Libera liner will be arranged. During the cruise, vessels will call at Vancouver, Seattle and Portland. The French liners also stop at Victoria.

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The Map Slide

(Continued from Page 27)

tive minerals, one at a time, on the outline and with a different color for each mineral, showing where each is found in the United States.

ALTHOUGH there were inaccuracies in tracing the geographical boundaries on the small area the cover glass allowed, and these inaccuracies were enlarged when the map slide was projected, still they were not as great as those presented when maps were copied free-hand from the textbook map by the old method.

Seeing the projected map under the strong light and tracing it, fixed the locations of the mining regions and smelting centers much more firmly in the minds of the class than had they only located these places on a physical map of the United States and then marked them upon their individual maps.

The activity resulted in much knowledge gained on the subject of mining and the locations of mining regions of the United States as well as much pride and joy in the maps produced.

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It features the emergence of the Economic Revolution out of the Industrial Revolution and the interdependence of the nations. It presents a complete industrial picture of the United States together with an adequate historical background. The leading countries of the world are ably treated. The book is rich in teaching equipment. Such praiseworthy texts as this are imperative in the modern school.

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California State Commission to a Century of Progress at Chicago, has prepared (for distribution through the California State Exhibit) a beautiful 32-page book. From the redwoods in the north to the Mexican border in the south, and from the blue Pacific on the west to the High Sierra, important points of interest have been graphically featured through the use of 200 pictures. All California is portrayed in this book.

Sierra Educational News has arranged whereby it can furnish its readers with a copy of this brochure. Send your name and address (together with 10 cents in stamps to cover mailing) to Sierra Educational News, 155 Sansome Street, San Francisco, and you will promptly receive one of these books.

Margaret E. Livingston, Orange County librarian, recently passed away. She was formerly librarian of the Colusa County Free Library and was widely known in library circles.

Art Stories, Book One

By William G. Whitford, Edna B. Lick, and William S. Gray. A part of the Curriculum Foundation Series. Cloth, 144 pages, 118 illustrations, 68c list. 6¼ by 8 inches. Scott, Foresman and Company, Chicago, publishers.

HERE is a beautiful book. If it weren't for the rule against superlatives, one could dwell on that theme for a paragraph or two before mentioning any of the other interesting qualities of this extraordinary new publication.

This new first-grade book is devoted to the awakening of an appreciation of beauty in the familiar things of life through appropriate story material and pictures. Elementary ideas of drawing, painting, design, sculpture, architecture, interior decoration, and costume are introduced in a setting of natural child interests and activities.

The illustrations range from the simplest line drawings to full-colored reproductions of famous paintings and form an integral part of the teaching material. Among the masters represented are Sargent, Landseer, Inness, Correggio, and Van Dyke.

Raymond B. Leland, principal of San Jose High School, recently passed away. Mr. Leland was active in school work in Northern California for many years and was prominent in educational circles as a progressive and successful principal.

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Beverly Hills Benefit Party

Teachers of Beverly Hills School District recently held a very successful benefit party to raise funds for American Red Cross activities in the earthquake area.

Posters announcing the party were prepared by art students in the schools. Mrs. Ida H. Biggs was general chairman in charge of the party.

Local merchants and numerous clubs in Beverly Hills co-operated with the teachers in making the affair an interesting and profitable one.

...

Junior Mathematics for Today, Book I. Ginn and Company have brought out a junior high school mathematics series, done in the best modern style and incorporating the best techniques. The author is William Betz of the public schools of Rochester, New York.

Volume I, comprising 420 pages with many illustrations, gives a very favorable impression of the series. Life situations, modern problems and significant illustrations are offered in great abundance. Price 88 cents. Books II and III will soon be ready.

Coming Events

June 4—The Flaming Arrow, an Antelope Valley Indian Play; second annual presentation, 7:30 p. m. at Theater of the Standing Rocks, **Plute Buttes**, 22 miles east of Lancaster.

June 26-30—American Home Economics Association annual convention; **Milwaukee**.

June 27-July 1—Association for Childhood Education, national convention; **Denver**.

June 29-30—Conference on Business Education, at University of Chicago School of Business; for all secondary school teachers; **Chicago**.

July 1-7—N. E. A. Convention, **Chicago**.

July 29-August 4—World Federation of Education Associations, fifth biennial conference; **Dublin, Ireland**.

December 27-30—Music Teachers National Association and National Association of Schools of Music; 55th annual convention; **Lincoln, Nebraska**.

...

Radio, The Assistant Teacher is a valuable and helpful new book concerning the educational uses of radio, by B. H. Darrow, Director of Ohio School of the Air, and member of Ohio State Department of Education. It is the textbook of a new art in teaching. It has a foreword by the Honorable Ray Lyman Wilbur, former Secretary of the Interior.

There are 272 pages and over 80 illustrations; post paid \$1.90. Address the publishers, R. G. Adams & Company, P. O. Box 25, Columbus, Ohio.

...

"Onward America," by Sheridan Downey, a volume of 90 pages, published by the author, is a provocative analysis of current social and economic problems. He discusses the world crisis, wealth and poverty in America, major cause of panics, and other themes. There are 18 short chapters in this interesting book.

Mr. Downey presents an "emergency program" in which he makes many powerful recommendations. In the last chapter he states, "We are now in the fourth year of a panic that has spread ruin everywhere in the land. How many homes it has destroyed, how many youth it has demoralized, how many competencies it has devoured, how many it has driven to suicide or to ruin we shall never know."

"No imagination, however fertile, can measure the cruel cost of general unemployment. But let us, at least, salvage from the wreckage of the land, an irresistible determination to destroy political debauchery and to end the reign of invisible government enthroned by wealth."

Mr. Downey's address is Insurance Bldg., 806 K Street, Sacramento.